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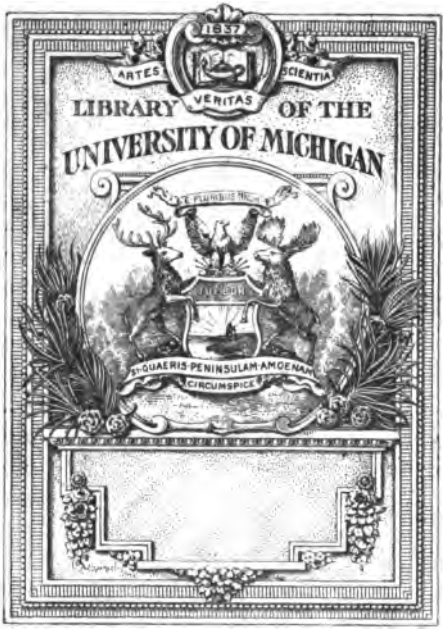

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ANNUAL REPORT

OF THE

Conn.

BOARD OF EDUCATION

OF THE

STATE OF CONNECTICUT,

PRESENTED TO THE

General Assembly, January Session, 1881.

TOGETHER WITH THE

ANNUAL REPORT OF THE SECRETARY OF THE BOARD.

NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1881.

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MEMBERS

OF THE

STATE BOARD OF EDUCATION.

For the Year 1881–82.

Ex Officio.

His Excellency HOBART B. BIGELOW, New Haven.
His Honor WILLIAM H. BULKELEY, Hartford.

By Appointment of the General Assembly.

FRANCIS A. WALKER, New Haven,	Term expires 1882.
ELISHA CARPENTER, Hartford,	" " 1883.
JOHN W. STEDMAN, Norwich,	" " 1884.
STORRS O. SEYMOUR, Litchfield,	" " 1885.

SECRETARY OF THE BOARD.

BIRDSEY GRANT NORTHROP, Clinton.

Office.

Capitol, Hartford.

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REPORT

OF THE

BOARD OF EDUCATION

TO THE

GENERAL ASSEMBLY OF CONNECTICUT.

The Board of Education herewith submits to the General Assembly the Report for the year ending December 31, 1880, being the Sixteenth Annual Report.

The last year has had very little to distinguish it from its predecessors in the condition of the schools of the State and in the cause of education. True progress is always slow in its motions, for the results of changes made can not always be seen at once. Long trial is sometimes needed to prove their working. It is often the case that they must meet and overcome the evil effects of previously tried plans before their *own* good effects will be made evident. A too hasty judgment, therefore, would sometimes reject a plan which ought to be retained. We would commend to the citizens of our State the exercise of a large degree of patience in school matters. Harvests can not be reaped from any field until it is time for the full corn in the ear. Eager then as persons may be to see the results of money spent, and time and labor devoted to the cause, they must wait till the seeds which have been scattered with liberality shall have time to spring up and grow. Experiments, methods and systems, are not to be cherished for their own sake but for that which they accomplish, and they ought to have full proof till their tendencies and effects are plainly

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seen, then they can be safely modified, rejected, or retained according to their working.

The State Normal School is doing its work as well as it can under the restrictions and inconveniences to which it is subjected. These present a large obstacle to its successful operation, and they ought to be removed. Every inducement should be held out to those who propose to make teaching a profession, to prepare themselves thoroughly. The advantages which the Normal School should be able to offer ought to be such as to attract all the earnest men and women who are to teach. The school ought to be made as nearly perfect as possible. There is no economy in going through a form of preparing teachers for their work. Why withhold from the Normal School the additional appropriation which would make it thoroughly effective? Of course a good workman does good work with any tools, but there is great loss of time and strength in the use of poor ones, and skill is applied where it is least felt. And certainly our Normal School would pay better if it were put into a condition where the skill, energy, and patience of those who have it in charge would be most effective. In view of these facts, we would press upon your consideration the suggestion that the time has come when we should erect a new building for the use of the Normal School. It is believed that the citizens of New Britain are disposed to help in this matter, at least so far as to pay a good price for the present building. The last Legislature constituted a commission to consider this question, and doubtless you will be guided by their recommendations, but we wish to add the weight of our commendation if they should report in favor of building. Moreover, we think that such a proposal will be received with favor throughout the State.

This matter cannot indeed be pushed ahead of public sentiment. It is only as the mass of our citizens are fully awake to the subject of education that there will be progress in educational interests, especially when, as in this case, an expenditure of money is called for. Until it is felt that the better a teacher is, the better will be the results secured, and until it is known that a thorough technical preparation adds vastly to a teacher's value, people will be satisfied to entrust the intel-

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lectual training of their children to those who have had no such preparation. But do not the citizens of Connecticut now feel the truth of this? We believe they do, and that they are ready to give to our Normal School all the advantages which it ought to have.

It is quite as true of all our schools as well as of the Normal School, that their quality depends upon the sentiment of the community. Boards of Education and School Visitors cannot press much ahead of that. In our cities and larger towns a deep interest is felt in this matter. Consequently good schools are kept, schools in which every advantage is offered to those who would secure a good education. In smaller towns less interest is felt. And in these there are peculiar difficulties in the way of having good schools. When the population is scattered over a large extent of territory, schools must be small. And although this in itself may be considered an advantage, it is outweighed by the fact that all ages and all stages of progress are represented in them. A teachers' time is taken up in hearing scholars whose attainments range all the way from the alphabet to Algebra. Moreover, to no class can time enough be given to make sure that the members of it have, as individuals, really mastered the subject of the lesson and overcome its difficulties. The teacher of such a school requires the very different and almost contradictory qualifications of a Primary Teacher and a Grammar School Teacher.

But these difficulties which surround the small district school make it all the more important that the teacher should be a good one, should *not* be the man or the woman who teaches because "health is not very good," because "it is more respectable than working out" or "doing factory work," or because "a little ready money is desirable for one purpose and another." If our smaller towns would have good teachers they must be willing to give good salaries. And when public sentiment has reached this point, such can be more frequently found outside of the large towns.

The Board of Education wish to express their gratification in noting the gradually increasing number of schools in which there are two or more departments. This is the result of grad-

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ing and classification, which enables a teacher to devote more time to each class and, as a consequence, secure greater thoroughness in the work. A lack of thoroughness is one of the points in regard to which fault is found by the friends of our schools as well as by their opponents. Any means which will secure thorough preparation of lessons and definite knowledge of the matter studied, should be at once adopted. Most of this increase in the number of departments is in the smaller towns, and would seem to indicate a deeper interest in education and a willingness to expend more money for additional teachers.

In this connection we would speak of the action of the Connecticut Council of Education, in recommending the passage of an act in regard to examination of Teachers, by State or County Superintendents. This proposal will, we trust, receive the earnest attention of all the members of the Legislature. Opposition will doubtless be made to the passage of such an act, for School Visitors can be found who are jealous of any encroachment upon their authority. But many men would be glad to be relieved of this responsibility by putting it upon those who would be free from all local influences, and whose experience will enable them to judge of a candidate's aptness to teach. The experience of the working of such a system in other States is such as to show its many advantages over our present system.

Another point to which attention is called, is the disregard on the part of School Boards of the requirements of the law in making returns to our Secretary. Chapter IV, Section 6, makes it the duty of the Secretary of the Board of School Visitors to "submit to the town, at its annual meeting, a written report of the doings of the Board, with the report of the Acting School Visitors; and on or before the fifteenth day of October, send two copies of said reports to the Secretary of the State Board of Education." Many fail to do this, to the great inconvenience of the Secretary's work. Would it not be well to affix some penalty for the violation of this law? If, for each week after the fifteenth of October, towns whose officers are derelict, forfeited five per cent. of the money which is due to them from the State, the matter would soon be remedied.

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Finally, we would call the attention of the General Assembly to the condition in which our school laws now are. Legislation under this head has been going on for nearly a century. The laws have been revised and amended; new acts have been passed and additions to acts, until sometimes it is no easy matter to know what the law really is. Divided into districts, as our towns have been, and the affairs of each district managed for the most part by the voters in the district, it was inevitable that there should be more special legislation concerning school matters than concerning any others.

Moreover, our schools are managed under three different systems, viz: where the town is divided into numerous districts; where several districts have been combined in one large one; and where all the districts have been consolidated into one.

In some cases there arise questions of interpretation of the law. Questions of jurisdiction also arise. It is not always easy to determine who are the proper authorities for certain purposes.

Now, under these circumstances, although we would not suggest any particular course to be followed, yet we would ask that the subject receive consideration with a view to meeting the more prominent difficulties.

Under the direction and management of the Secretary of this Board, School Institutes have been held during the year in various parts of the State. These have awakened a large amount of interest among the teachers, and they have been well attended by the public. We would express the great pleasure we derive from the fact, that in many cases the interest of these occasions has been largely increased by the very valuable assistance rendered by Dr. Porter, President of Yale College, and by Professors Sumner and Bailey. The Common School and the University have the same end and aim; any thing done for the elevation of the Common School is a help to the University, which is largely fed from this spring, and the relations between the two ought always to be friendly and helpful. The Report of the Secretary of the Board will give full details of these Institutes, and will present the statistical tables which embody the present condition of the schools of the State.

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For these tables we bespeak a careful attention, and for our schools we ask that the Legislature will continue to exercise over them the fostering care which will render them more and more a power for good in our honored and much loved Commonwealth.

CHARLES B. ANDREWS,
DAVID GALLUP,
STORRS O. SEYMOUR,
FRANCIS A. WALKER,
ELISHA CARPENTER,
JOHN W. STEDMAN.

January 1, 1881.

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REPORT OF THE SECRETARY.

To the Board of Education of the State of Connecticut:

GENTLEMEN:—My Fourteenth Annual Report, being the sixteenth since the organization of the Board of Education and the Thirty-sixth from this department, is herewith submitted.

Attention is first called to the statistics of the year which are the best index of popular interest in education. As they are prepared by the faithful Clerk of the Board, and the merit belongs to him, I may say that they are models of accuracy and are so regarded in other States and at the National Bureau of Education in Washington. The total amount received for public schools from all sources was $1,481,680.93, being an increase of $90,708.39. The told amount actually expended for schools shows an increase of $32,494.28 over that of the previous year. The assaults recently made on our public schools have done no harm in Connecticut. Our people thoroughly believe in free schools and mean to maintain them. The attempts to undermine the system have proved its strength and their own weakness, by bringing into clearer view the firm foundation of common sense and deep popular conviction on which our school system stands secure. It will be seen there has been an increase in the permanency of teachers—the number continued in the same school, and a decrease in the number who never taught before, and in the number of districts and separate schools, and consequently an improvement in the grading of schools, an increase in the length of schools and in the number attending schools of all kinds of 1,746, making the percentage of children in schools of all kinds 94.37. In consequence of the organization of a few private and parochial schools, there has been a slight decrease in the percentage of the whole number registered in the public schools as compared with the number enumerated in January, 1880.

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Statistics of the Public Schools in Connecticut, for the year ending August 31st, 1880.

Number of towns in the State,	167
Number of school districts in the State,	1,473
Decrease for the year,	25
Number of public schools,	1,630
Decrease for the year,	8
Number of departments in public schools,	2,594
Increase for the year,	23
Average length of public schools,	179.02 days.
Increase for the year,	.42 days.
Number of children between 4 and 16 years of age, in January, 1880,	140,235
Increase for the year,	1,807
Number of scholars registered in winter,	100,596
Increase for the year,	934
Number of scholars registered in summer,	90,626
Decrease for the year,	1,234
Number registered who were over 16 years of age,	4,349
Decrease for the year,	260
Number of different scholars in public schools,	119,694
Increase for the year,	312
Number in other schools than public schools,	12,649
Increase for the year,	1,434
Number between 4 and 16 years of age in no school,	13,565
Decrease for the year,	547
Number in schools of all kinds,	132,343
Increase for the year,	1,746
Average attendance at public schools in winter,	78,421
Increase for the year,	2,743
Average attendance at public schools in summer,	68,672
Decrease for the year,	935
Percentage of whole number registered in the year as compared with number enumerated, Jan., 1880,	85.35

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Decrease for the year,	.89
Percentage of children in schools of all kinds,	94.37
Increase for the year,	.03
Percentage of those enumerated registered in winter,	71.73
Decrease for the year,	.27
Percentage of those enumerated registered in summer,	64.62
Decrease for the year,	1.74
Percentage of average attendance in winter,	77.96
Increase for the year,	2.03
Percentage of average attendance in summer,	75.78
This is the same as last year.	
Average attendance in winter as compared with number enumerated January, 1880,	55.92
Increase for the year,	1.28
Average attendance in summer as compared with number enumerated January, 1880,	48.97
Decrease for the year,	2.31
Number of teachers in winter—male, 746; female, 2,025; total,	2,771
Decrease—male, 27; increase—female, 57; total increase,	30
Number of teachers in summer—male, 392; female, 2,354; total,	2,746
Increase—male, 15; female, 10; total,	25
Number of teachers continued in the same school,	2,119
Increase for the year,	56
Number of teachers who never taught before,	411
Decrease for the year,	73
Average wages per month of male teachers,	$56.43
Decrease for the year,	.76
Average wages per month of female teachers,	$35.42
Increase for the year,	.15
Number of schools of two departments,	130
Increase for the year,	1
*Number of schools of more than two departments,	178

* In the last Report the number was given as 271. It should have been given 171.

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Increase for the year,	7
Whole number of graded schools,	308
Increase for the year,	8
Number of departments in graded schools,	1275
Increase for the year,	44
Number of new school houses built in the year,	20
Increase for the year,	4
Number of school houses reported in good condition,	893
Decrease for the year,	16
Number of school houses reported in fair condition,	543
Decrease for the year,	12
Number of school houses reported in poor condition,	211
Increase for the year,	19

Dividend per child from School Fund, 1880,	$0.80
Income of School Fund distributed, 1880,	$112,188.00
Amount paid for schools from State Tax,	210,352.50
Income of Town Deposit Fund,	43,713.44
Income of Local Funds,	11,141.74
Amount raised for schools by Town Tax,	649,987.83
Increase for the year,	14,659.25
Amount raised for schools by District Tax,	416,306.33
Increase for the year,	75,287.52
Amount of voluntary contributions for schools,	5,870.33
Amount received for schools from other sources,	32,120.76
Total amount received for public schools from all sources,	1,481,680.93
Increase for the year,	90,708.39
Amount for each child enumerated,	10.57
Increase for the year,	.52

Amount expended for Teachers' wages,	1,011,729.94
Decrease for the year,	4,152.97
Amount expended for fuel and incidentals,	118,036.64
Decrease for the year,	10,325.79

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Amount expended for new school houses, -	87,047.08
Increase for the year, - - - - -	49,819.43
Amount expended for repairs of school buildings,	60,814.27
Decrease for the year, - - - - -	10,531.87
Amount expended for libraries and apparatus,	9,446.50
Increase for the year, - - - - -	2,033.96
Amount expended for other school purposes,	121,300.31
Increase for the year, - - - - -	5,651.52
Total amount expended for public schools, -	1,408,374.74
Increase for the year, - - - -	32,494.28

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A statement of the amount of money received for Public Schools, from the several sources, for each of the last twelve years, with the yearly increase or decrease in the total amount, and for each child enumerated.

Report for the Year.	Children enumerated Jan., 1869, '70, etc.	Increase from previous year.	Dividend per Child from School Fund.	Amount of dividends from School Fund, Feb., 1869, '70, etc.	From Town Deposit Fund.	Local Funds.	From Town Tax.	District Tax.	Voluntary Contributions.	Other Sources.	Total Receipts from all Sources.	Increase from previous year,	Per Child.	Increase per Child.
1870	124,082	432	$1.00	124,082.00	44,883.94	12,300.34	415,318.26	491,420.61	15,996.86	165,150.82	1,269,152.83	226,066.12	10.23	1.79
1871	125,409	1,327	1.00	125,409.00	45,650.19	7,920.77	568,387.50	498,846.09	11,907.73	225,895.07	1,484,016.35	214,863.52	11.83	1.60
1872	128,468	3,059	1.00	128,468.00	45,167.37	9,627.23	641,837.76	410,708.11	11,012.47	256,796.68	1,503,617.62	19,601.27	11.70	*f*.13
1873	131,748	3,280	1.00	*a*197,622.00	45,715.80	11,348.05	642,194.11	485,523.56	10,250.79	50,017.70	1,442,669.01	*f*60,948.61	10.95	*f*.75
1874	132,908	1,160	1.00	*b*332,120.00	45,452.58	12,196.45	598,873.44	499,555.19	7,172.42	47,119.12	1,542,489.20	99,820.19	11.60	.65
1875	133,528	620	1.00	*b*333,820.00	46,003.03	16,064.71	669,856.88	502,500.80	6,637.89	38,064.33	1,612,947.64	70,458.44	12.08	.48
1876	134,976	1,448	1.10	*c*350,339.60	46,534.97	15,614.79	668,167.13	463,775.19	6,881.26	41,545.17	1,592,858.11	*f*20,089.53	11.81	*f*.27
1877	135,189	213	1.00	*b*337,972.50	47,665.00	12,562.54	711,167.08	399,834.65	4,599.11	46,763.28	1,560,565.06	*f*32,293.05	11.54	*f*.27
1878	137,099	1,910	1.00	*b*343,152.50	44,538.92	12,754.62	697,103.26	349,949.89	4,755.00	53,964.48	1,506,218.67	*f*54,346.39	10.99	*f*.55
1879	138,407	1,308	1.00	*b*346,187.50	44,983.66	10,967.86	682,407.59	362,128.54	5,956.87	56,526.83	1,509,158.85	2,940.18	10.90	*f*.09
1880	138,428	21	.90	*d*332,227.20	43,994.35	10,723.67	635,328.58	341,018.81	4,616.78	23,063.15	1,390,972.54	*f*118,186.31	10.05	*f*.85
1881	140,235	1,807	.80	*e*322,540.50	43,713.44	11,141.74	649,987.83	416,306.33	5,870.33	32,120.76	1,481,680.93	90,708.39	10.57	.52

a, Including $65,874 from the State Treasury, or 50 cents to each child, i. e. from State Tax.
b, Two-fifths from the School Fund, three-fifths from State Tax.
c, $1.10 per child from the School Fund; $1.50 per child from State Tax.
d. 0.90 per child from School Fund; $1 50 per child from State Tax.
e, 0.80 per child from School Fund; $1.50 per child from State Tax.
f, Decrease.

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Report of	Income from Funds.	Raised by Taxes, Voluntary Contributions, etc.
1871	$178,979.96	$1,305,036.39
1872	183,262.60	1,320,355.02
1873	188,808.85	1,253,860.16
1874	190,497.03	1,351,992.17
1875	195,595.74	1,417,351.90
1876	210,370.36	1,382,487.75
1877	195,416.54	1,365,148.52
1878	194,554.54	1,311,664.13
1879	194,426.52	1,314,732.33
1880	179,303.22	1,211,669.32
1881	167,043.18	1,314,637.75

Report of the Year.	Average Length of Schools.	Enumerated 1870, 1871, etc.	Registered.		Different Scholars Registered.	Per cent. Registered.	In Private Schools.	No. in both Public and Private Schools.	Per cent. in all Schools.
			W.	S.					
1871	168.51	125,409	94,092	83,192	110,640	88.19	9,304	119,944	95.64
1872	172.41	128,468	94,408	83,095	113,588	88.50	8,754	122,342	95.23
1873	173.34	131,748	94,787	83,874	114,805	87.14	9,029	123,834	93.99
1874	174.18	132,908	95,199	86,987	114,857	86.41	8,529	123,386	92.83
1875	176.29	133,528	99,550	89,674	119,298	89.34	8,422	127,720	95.65
1876	176.26	134,976	98,402	88,595	119,489	88.53	9,145	128,634	95.30
1877	178.13	135,189	98,923	89,832	119,106	88.10	9,816	128,922	95.36
1878	177.52	137,099	99,657	90,845	119,208	86.95	10,180	129,388	94.38
1879	178.47	138,407	100,288	91,433	119,828	86.56	11,109	130,937	94.60
1880	178.60	138,428	99,662	91,860	119,382	86.24	11,215	130,597	94.34
1881	179.02	140,235	100,596	90,626	119,694	85.35	12,649	132,343	94.37
Incr'se	10.51	14,826	6,504	7,434	9,054	*2.84	3,345	12,399	*1.27

Report of the Year.	Average Attendance.		Teachers' Wages per Month.		Total pay of Teachers.	No. of Teachers continuously employed.
	W.	S.	Male.	Female.		
1871	66,902	58,348	$63.10	$31.29	$785,680.04	1,407
1872	67,018	58,349	66.56	32.69	833,859.96	1,434
1873	67,596	58,113	67.01	34.09	888,871.89	1,508
1874	67,172	60,905	69.03	36.05	959,229.40	1,574
1875	71,433	63,052	71.48	36.67	1,021,714.07	1,690
1876	71,935	65,251	70.05	37.35	1,057,242.19	1,768
1877	74,369	66,621	67.43	37.16	1,085,290.05	1,780
1878	75,732	68,588	64.55	36.20	1,058,682.28	1,904
1879	77,218	69,912	61.03	36.50	1,041,040.43	1,947
1880	75,678	69,607	57.19	35.27	1,015,882.91	2,063
1881	78,421	68,672	56.43	35.45	1,011,729.94	2,119
Incr'se	11,519	10,324	*$6.67	$4.16	$226,049.90	712

* Decrease.

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NEGLECTED CHILDREN.

REPORT OF THE AGENT.

Gentlemen of the Board of Education:

The report of my services during the year just closed will be brief; not, however, because less attention has been given to securing the observance of the laws concerning the instruction and employment of children than in former years, but the course pursued and the means employed have been, with but little deviation, those described in former reports. Though the penalty for violation of these laws has been enforced in but few cases, there has been manifest improvement in the manner in which they are regarded by all whom they concern. Employers are more careful in requiring evidence that children have attended school, before giving them employment, and most of those employed in large establishments are so arranged in divisions that they can attend school the sixty days required without seriously interfering with their work. Recently on calling at the office of one of the factories which employs a large number of children a book-keeper was found diligently examining and comparing the pay-roll and the school registers. This care was taken in addition to requiring the certificates provided by law. Parents who formerly were unwilling to allow their children time to attend school, have come to regard it, as it is, a matter of necessity that they shall do so and of their own accord at the proper time send the children to school the time required.

Yet experience shows that the disposition and the facts which called for the enactment of the laws still require vigilance to secure their observance.

During the year in the prosecution of this work I have called on parents and employers and visited one hundred and sixty schools in thirty-two towns.

The cities of Hartford and New Haven continue to employ faithful and efficient truant officers who take charge of all truants from school and other boys found loitering about the streets and public places during the usual school hours and be-

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yond the proper control of their parents. In the former city, officer Lyman Smith during the past year not only arrested 380 truants and loiterers about the streets, but found neglected children in their homes and caused them to be clothed and sent to school, and when no other means of controlling them or of providing for their necessities were found, caused them to be sent to the State Reform School and the Industrial School. Few, if any, children under fourteen years of age are employed in manufacturing in this city. Those in mercantile establishments almost without exception have very good education for children of their ages, and their employers seem to take due care that they are not so employed as to interfere with their attending school at least the time required by law.

In New Haven the Secretary of the City Board of Education has an understanding with those who employ children in manufacturing and in stores, whereby such children are caused to attend school at least the time required. In that city the best provision in the State is made for truants and such children as can not attend school regularly. Truant and ungraded schools are an important feature of the excellent school system of that city. They save many boys from the humiliation and influences of the State Reform School and the State the expense of caring for them there. The importance of this is seen when we consider that one-tenth of all the children in the State reside in the city of New Haven and are educated in its schools.

In some other towns this subject receives proper attention from local officers, but in none more systematically and thoroughly than in Windham, including the borough of Willimantic, to which reference was made in my report a year ago. In every town visited your agent has had the assistance of school visitors and other officers, but generally the duty of visiting delinquent parents and careless employers and of giving information to prosecuting officers is not attended to by them alone. There are often apparent reasons for this seeming neglect. Many of my visits to towns have been in answer to information from school officers and teachers and sometimes from employers. While such calls and others have received attention, much of my labor has been directed by official returns

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made to the Comptroller and the Secretary of the Board, and by personal knowledge of the tendency to neglect in certain localities.

Neglected children are not all brought into school by public lectures nor by visiting schools and addressing the children there, nor by calling upon employers, though all these means help form a correct public opinion, without which no law can be enforced. But there must be personal application to the parents or other persons who have the care and control of the children and the circumstances of each individual case regarded. There are many cases which appeal to sympathy and kind feeling. Children are working for something to satisfy their hunger and to cover their bodies. They would gladly attend school, and their parents are grieved because they can not send them. These cases can be provided for, but what is wanted is not compulsion but a little advice in contriving a proper division of time or a word to those who will furnish some assistance. Other children would be kept at work every day in the year, if it were possible, to gratify the avarice of their parents or to support them in idleness. It is of little use to speak to such parents of their duties to their children; reference to the penalty of the law is the only argument which affects them. Some children belonging to otherwise quite respectable families are sent to school, but their attendance is so irregular as to benefit them but little, while it does great injury to the schools, and fails to answer the requirements of the law. The parents of such children do not realize how much they are out of school, much less the consequences, till one who has inspected the school register calls their attention to what they are doing or rather failing to do. On the part of some parents not at all fit to have the care of children there is heedless indifference, of which intemperance is usually though not always the cause. In such cases appeals to parental regards, to family pride, or the penalties of the law seem to be ineffectual. The children need schooling but they are more in need of homes. Local authorities have been advised to send such children to the State Reform School and the Industrial School, and I have assisted them in doing so. The Reform School may not be the best place for a boy who has committed no crime nor

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shown criminal intent, but when a child is found with both parents drunkards, so filthy that he would not be tolerated in a public school if he were sent there, and the selectmen, if disposed to bind him out to a proper master, can find no one to receive him, there seems to be no home provided for him but the Reform School. It is unquestionably much better for him to be there than with his parents and the boy prefers to be sent there. Such cases frequently occur. And as that institution is at present conducted it is a good place for neglected boys.

Children who refuse to attend school when sent, come under the provisions of the truant law but may be more summarily dealt with under the law concerning the State Reform School as amended in 1879. I have often called attention to these laws, and in some instances personally attended to their enforcement.

But one complaint has been entered against an employer during the year. Four parents have been arrested, one was fined, the others let off or the cases continued on promise to send their children to school, which they are doing. Perhaps more prosecutions should have been made, but it has seemed better to do too little rather than too much in this way. Public opinion clearly requires that these laws be regarded, but evidently it does not demand indiscriminate prosecutions for all violations. Prosecuting officers when spoken to on this subject invariably ask if the delinquents have been admonished. This course seems to be the natural one, and so the greater part of my labors have been in this direction.

The law concerning attendance at school, as amended by the last General Assembly, requires "sixty days attendance in each consecutive twelve months," instead of three months in each calendar year. To show violation of law now requires examination of the school registers for the preceding twelve months only; formerly there was no violation of the letter of the law in keeping a child of the ages named from school eighteen or twenty-three months at a time. The statement is often made that the law should require more than sixty days attendance in twelve months; also that in determining whether a child should attend school, some regard should be had to his

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present attainments. Persons who make such statements should be reminded that the law is made for a few only. A very large number of the children of school age attend constantly when the schools are in session, and all except the few for whose benefit the law was made more than sixty days in each year. Children of ordinary ability can, in sixty days each year at school, learn to read and write, and acquire knowledge of the fundamental rules of Arithmetic at least. Examinations of schools during the time the law has been in force, give abundant proof of this.

In some other States the laws on this subject require more than ours. The law of Massachusetts requires all children between the ages of seven and fourteen years, to attend school at least twenty weeks each year. It also prohibits the employment of any child under fourteen years of age in any manufacturing or mercantile establishment while the public schools are in session, unless the child can read and write; and forbids the employment of any child under ten years of age in such establishments. This last provision was formerly in the laws of this State, but was omitted in the revision of 1875. I am not prepared to say that it should be reënacted. It is better to enforce the observance of a few laws than to increase their number. The law requiring parents to furnish the employer a certificate of the child's attendance at school tends to promote regularity of attendance during the time required, though there is no penalty attached to the law for not conforming to its requirements. By the law of the State last referred to, "If the employer does not require such certificate, the employment of the child shall be deemed to have been in violation of law."

The primary object in visiting schools has been to get information regarding children not in attendance, and to speak to teachers and scholars on this subject; but as in former years these occasions have been improved for promoting the interests of the schools in other respects.

In visiting schools in the country towns, the inconvenience of the divisions into districts in many cases is quite apparent. Most of these divisions were made when the inhabitants were differently distributed and the numbers of children in the

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schools were more nearly equal. Small schools make the teaching expensive, give excuse for employing incompetent teachers and prevent interest in the schools. If the district system is to continue, obviously in many towns there should be a new and radical division. But if a town were to be divided so as to suit present convenience, a re-division might be required in a few years. The abolition of the districts in such towns seems to present the best method of removing these difficulties. The town, by its committee, could then reduce the number of its schools and locate them where they would best accommodate the inhabitants and employ better teachers. Children could be conveyed to and from school when, in the opinion of the town or the committee, such a measure would save the expense of a school in the old school house in their neighborhood, and thus those could be provided for who now on account of distance are sometimes deprived of schooling; causing at the same time an improvement in the instruction and a saving of expense. The plan of conveying children at public expense to and from school has been satisfactorily practiced in other States, and in one town in this State where the districts have been abolished.

Some teachers have been found who have never made use of any of the means of fitting themselves for their work. If any cannot or will not attend the Normal School or a High School, they certainly can have no excuse for failing to attend Teachers' Institutes and neglecting to read books and papers on the art of teaching. One teacher, who had been employed five years in the same town, said she had never attended a Teachers' Institute. This, of course, is an exceptional case. In general, I can bear witness to the ability and faithfulness of teachers, and their desire to avail themselves of such means as are in their power of fitting for their responsible duties.

The annual enumeration of children according to law, should show not only the name and age of each child, but the time and place where he attended school. These items are very important in ascertaining what children have been neglected. In nearly every town which I have visited during the past year, there has been occasion to examine the lists of enumerated children. These papers generally show care on the

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part of the enumerator to get at the truth in each case, and to make the record as the law requires. In New Haven, Bridgeport, and the central districts of Waterbury, Norwich and Middletown, the enumerations, complete in every particular, were neatly recorded in books properly prepared for that purpose, forming permanent and valuable records. Persons who have made these enumerations have informed me that while some parents intentionally or ignorantly give incorrect answers at first, with care the truth can generally be ascertained. Yet the returns from a few districts were so carelessly made as to be of no value whatever; even the *numbers* of the children were apparently incorrect. On one list I counted seventy names with ages marked "16," and these seventy were counted in the sum total on which money was drawn from the State treasury. In another case it was evident that the number of names reported was too small, thus the town or the district were defrauded. The circular issued by Secretary Northrop on this subject was timely, and probably prevented omissions and carelessness in many districts, and might have prevented them in every case had the kind admonitions been duly regarded.

It may seem that some of these topics are foreign to the duties of your agent as defined by the statute, but if the children are to be properly instructed, though it be but three months in each year, the schools must be accessible to all and be furnished with competent teachers, and the enumerations so made as to furnish some assistance in determining what children, if any, are being deprived of their rights to an education.

GILES POTTER.

Hartford, January 1st, 1881.

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"THE NEW DEPARTURE."*

THERE is a striking contrast in the comments recently made on the Quincy school system. "The new departure in education," "The revolution in teaching," "The regeneration of Schools," "Quincy justly the Mecca of teachers," "Six thousand visitors in her schools a year," "An exhibition so triumphant will carry all before it," "One half the school expenses elsewhere wasted," "Our schools hitherto all sham and shoddy," —are the extreme laudations on the one side while among the current disparagements on the other, we read of Mr. Adams' "Monumental ignorance of schools outside of Quincy," "His reckless ignorance of facts," "Nothing new in Quincy," "The best features of the Quincy reform inaugurated long ago in very many New England towns and cities," "The soaring Quincy bubble," and the like.

The schools of this town (population 9,155) have suddenly become celebrated to a degree unprecedented in the history of any town of its size in America. They have been so numerously visited by school superintendents, teachers, and newspaper reporters, even from distant cities and States, that restrictions were required to prevent the overcrowding of certain rooms, or interference with school work. Leading metropolitan journals have at great length described their achievements and eulogized their methods. A surplus of volunteers from abroad have tendered their services gratuitously as assistant teachers, that they might thus thoroughly learn the Quincy methods. Other teachers, after a visit of a single day or half-day, have sought to advertise themselves or their schools by public announcements, that henceforth their schools will be conducted on the Quincy plan. This great and sudden celebrity of the Quincy schools is primarily due to the able paper of Charles Francis Adams, Jr., on "The New Departure," wherein it is assumed that what is new in Quincy must, of course, be new indeed. The honored name of Charles Francis Adams, Sr., has contributed to this result. In various parts of the country I have found even intelligent professional gentlemen

* Reprinted from the new International Magazine "Education."

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attributing this paper to the distinguished statesman who rendered such eminent service during the late war as our minister to England. One of many illustrations that might be given will suggest the extent of this error. A president of a Western university, himself a Massachusetts man, says, "The attention which the experiment in Quincy has received is greatly due to the *illustrious name* of the man who should receive much of the credit of the experiment, but who published the results in language not altogether wise nor modest." But the "junior" in this family wields a vigorous pen, in no need of factitious aid, and for that reason the mistake of father for son is the more natural. Under these circumstances, an impartial account of the Quincy schools, with such criticism and comments as will prove most suggestive to school superintendents and teachers, will meet a want widely felt. What the Quincy schools are, and the far more important inquiry, *what all common schools should be and do*, are the questions which this paper seeks to answer. These questions are now prominently before the country as never before, and no superintendent or teacher, worthy of his calling, can afford to ignore them.

It is my privilege to know something of both the old and the new in Quincy schools. In more than ten years' service for the Board of Education of Massachusetts, I was called officially to every town of that State. In repeated visits to Quincy, I then found her schools manifestly inferior to those of the neighboring towns of Dorchester, West Roxbury, Brookline, and Newton. That inferiority, then too conspicuous to be questioned, was a matter of familiar comment with prominent friends of education in Boston and its vicinity. A recent inspection of the schools of Quincy showed that there had indeed been a revolution *there*,—a change so marked, and happy and suggestive, as to invite inquiry in relation to its causes, character, and results.

Such was formerly the condition of the public schools there, that the wealthiest families largely patronized private schools. Six years ago, the average attendance was only seventy-four per cent, which shows whether this class regarded public schools with pride or as "pauper establishments." Quincy,

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with all her wealth, stood among the lower half of the towns of the State, being the one hundred and eighty-eighth in a list of three hundred and forty-four, or sixteen below the average of the whole State. To-day she ranks as the seventy-second in the State, or just one hundred above the average. This means that in six years Quincy has risen one hundred and sixteen degrees in the scale of the barometer which best indicates the educational atmosphere of a town. Now, her schools are justly regarded as good enough for the sons of the richest, and yet none too good for the children of the poorest.

This change, though nominally brought about by the agency of the school committee, is really due to the influence of the distinguished family so long and justly the pride of this town. Some five years ago Charles Francis Adams, Sr., delivered a commencement address at Amherst College, on the "Essentials and Aims of Higher Education," in which he traces certain crying evils to imperfect *early* training. In 1873, the school committee of Quincy, or rather Charles Francis Adams, Jr., who has inspired this movement, on a careful examination found their schools had fallen into a rut. To epitomize his statement, "A retrospect of ten years indicated no progress. The graduates of the grammar schools failed in speaking, spelling, and writing their own language. Not one in twenty of them could write an ordinary letter with ideas clearly expressed. When the committee took the examination into their own hands, the schools went to pieces. When called to read from a book new to the scholars, the result was bewildering. The children could neither write with facility nor read fluently, for they had been trained only for an examination, and turned into parrots, and were making a meaningless farce of education. Certain motions had to be gone through with, but for real results the teacher cared nothing. It was all smatter, veneering, and cram. To inaugurate a new departure, it was determined to employ a competent superintendent."

The three really new things at Quincy, most essential to success, are—

1. The appointment of a liberal and intelligent committee, who had clear and definite ideas of existing defects, and of the remedies needed.

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2. The continuance of the same committee in office, for they commanded in a rare degree the confidence and continued support of the people. Rotation in office would have insured failure.

3. The appointment of an able superintendent, trained as a specialist, a man of good sense, great zeal and enthusiasm, and an indefatigable worker, patient in details, young at heart, in closest sympathy with the children, and beloved by them.

These three conditions of success are happily and remarkably combined in Quincy. The school board, superintendent, and teachers have acted in entire harmony,—all intent on one end. This unity of aim has been itself an inspiration to teachers and scholars. The superintendent has had a free field, crippled by no fear of the jealousy or interference of the Board of Education, and he, in turn, gave the same liberty to all the teachers. While there was unity of plan, there was room for invention and diversity in details. The official criticism of the old system bore mainly on the grammar schools, but the specialty of Superintendent Parker was primary instruction. "Let me begin at the foundation, and I will warrant the right superstructure," was his motto. The revolution began with the alphabet, and extended into the last efforts of the grammar-school course. The new departure, therefore, started with the Quincy primaries, and it left little in them that has not undergone a change. Many of the Kindergarten methods were here introduced. Play-tables and Kindergarten desks were used, with blocks, forms, and Kindergarten gifts and occupations. The teachers were invited to secure, or were provided with numerous objects, natural curiosities, pictures on pasteboard, stuffed animals, and the like. The celebrity given to the schools by Mr. Adams' paper attracted many pupil-teachers, some of them normal graduates, who were glad to serve without pay, that they might gain a thorough practical acquaintance with the principles and processes here applied. From numerous applicants, only the best were accepted. With this ample and choice corps of assistants, it was easy to divide each school into small groups of ten or twelve, and secure the constant activity of every child, and an unusual amount of individual teaching. Not a listless child is to be seen there.

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It is not, however, *mere* interest or activity that can satisfy the true teacher. There may be activity and interest in a dance, in games of draughts or cards. Temporary expedients and a whirl of excitement may produce an unwholesome activity, an itching for mere novelty, fatal to quiet thought or habits of study. There may be agitation without progress, and commotion without execution. The indiscriminate clamor for "*life*, as the grand essential for teachers and pupils," sometimes leads to the use of stimulants as noxious to the mind as alcohol to the body.

The opportunities and causes of progress in the Quincy schools were exceptional in more than the three particulars above named. Their previous depression made their sudden elevation the more conspicuous. The volunteers summoned by the brilliant rhetoric of Mr. Adams rendered an important service in multiplying the number and reducing the size of classes, that cannot be elsewhere expected. The celebrity of the schools gave a remarkable stimulus to the pupils. Never did seven words so thrill an assembled host as when Napoleon said to his army, standing under the shadow of the pyramids of Egypt, "Frenchman, forty generations look down upon you!" In like manner, the teachers of Quincy seem to have said to their pupils, "The educational representatives of forty millions of people are watching you." Their interest was frequently intensified by the inspection and laudation of distinguished visitors from different and often distant parts of the country. That sort of inspiration is not altogether natural or healthful, and there need be no regrets that it cannot be generally felt.

Mr. Adams' chief points in his criticism of the old methods were the inability of the scholars, even the graduates of the grammar schools, to read and write their vernacular properly. Beginning in the primaries, Col. Parker, the superintendent, at once gave the greatest prominence to reading and expression, both oral and written. Adopting the word system, they began writing in script at the outset. Discarding for the first six months all books and printed matter, except pictures, reading and writing were taught and practised continually, both on the blackboard and slate. Tact and didactic skill are needed in

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nothing more than in the first steps in teaching reading and spelling.

Every study should be pursued not as an end, but as a means of training the faculties. Rightly taken, even the first steps in reading and spelling, instead of being a monotonous and mechanical drill, may be made an attractive *intellectual* exercise, cultivating the eye and conceptive faculty by observing the *form of each word as a unit*, just as one would look intently at a house, a dog, or robin, who intended to draw the same from memory. It is an important art to learn how to *see* so accurately that one's conceptions of visible objects may be as clear as were the original perceptions. This art, developed in reading and spelling, applies to all objects of perception and description, and thus the child early gains a priceless power which enters into all the higher operations of the mind in natural science and history, in poetry, in the fine arts, and, indeed, in all description.

For more than twenty years I have urged that the greatest prominence should be given to reading as by far the most important study taught in our schools. Colonel Parker thoroughly applied the same theory in the schools of Quincy. The early mastery of reading is here proved to be the surest way to facilitate all other and higher studies, fostering a love of school and fondness for books. In one of my earliest Reports, I spoke of Reading as deserving the *most* attention, and compared with its importance receiving the *least*, requiring the highest didactic skill, and yet often the most poorly taught, and I predicted a revolution in our schools when children are early made proficient in this branch. It has been with me a matter of especial gratification to notice manifold improvements in this department, both in the methods of instruction and in their results in our schools. Formerly, aversion to study and hatred of school were produced by tasking children in grammar and the higher studies before they could readily read them. Once implant a love of reading, and you have a strong pledge of scholarship through life. Let a child learn to read with facility and expression, and he has gained the key by which he can open any door in the temple of science. But so long as a child finds it a toilsome tug to "spell out" the words, he can

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take no pleasure in reading, and therefore reads little. Whoever knew any man fond of books who retained the childish habit of moving his lips as he deciphered the words?

Of course the old *a*, *b*, *c* method was at once abandoned when Col. Parker made his influence felt in the primaries, as indeed it had been discarded for many years by the best teachers of New England and of the country. That its expulsion from Quincy awaited Col. Parker's advent is another decisive proof of the previous low condition of the schools of that town. The progressive teachers of Massachusetts and of the country, for a score of years, have condemned this exploded method as strongly as Mr. Adams now does. But his heavy blows are struck with the vigor of one who is consciously commissioned to slay that monster whom the best teachers of the whole country regarded as dead and buried years ago. No doubt there remain dark by-ways where this obsolete method still lingers, for old usage as well as error dies hard. One cannot but smile, however, at Mr. Adams' evident innocence of educational affairs out of Quincy, when he thus describes "so daring an experiment" in "the new departure":

"The drudgery of the alphabet was gone. It was robbed of its terrors, and stole upon them unawares, while the most confounding thing to the members of the committee was, that in hearing the primaries read, not a child among them could repeat his letters. *So daring an experiment as this* can, however, be tested in but one way,—by its practical results, as proven by the experience of a number of years, and testified to by parents and teachers, as well as observed in children. The method has now been four years in use in the schools of Quincy, and has ceased to be an experiment; its advantages are questioned by none, least of all by teachers and parents. Among the teachers are those who, having for many years taught class after class in the old way, found themselves called upon to attempt with deep misgiving the *new, and to them mysterious process.* The ways of nature are the easier ways. After all, the lesson is not a very profound one, and it is strange indeed that it took so long to find it out. A child learns to talk and to walk,—the two most difficult things it is called on to learn in its whole life,—without any instruction, and by simple practice; the process of learning is not painful

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to it or wearisome to others; on the contrary, it is an amusement to both. Why the same process should not have been pursued in other and less difficult branches of education, is not apparent. One thing only is clear: *it was not pursued.* In place of it, an arbitrary system of names and sounds, having no significance in themselves, was adopted; and with these generation after generation of children have been tortured. Only *now* do we deign, in imparting knowledge, to give any attention to natural processes which have forever been going on before our eyes and in our families, and yet we profess to think that there is no science in primary education, and that all there is to it can be learned in a few hours. The simple fact is, however, that *within these few years* it required a man of absolute genius to discover how to teach the alphabet. The new departure, therefore, started with the Quincy primaries, and it left little in them that had not undergone a change. The reorganization was complete."

Had Mr. Adams ten years ago visited the schools of St. Louis, under the supervision of Dr. Harris, or those of Cincinnati, then under John Hancock, of Cleveland, under Superintendent Rickoff, of Oswego, N. Y., under Superintendent Sheldon, the *model* school in Westfield, under Hon. J. W. Dickinson, many of the primaries in Boston, under Hon. J. W. Philbrick, especially that truly model school taught by Miss Jennie Stickney, or the primaries of New Haven, under Ariel Parish, not to name many equally good in other States, he might have seen the same work done as well, and children as early and thoroughly trained in reading. In all these schools he would have searched in vain to find any vestige of the old *a*, *b*, *c* method, though none of these superintendents or teachers ever boasted of "so daring an experiment," or dreamed that they were introducing "a new and to them mysterious process!" "First Steps in Reading" was a topic discussed at length in my first Teachers' Institute held in Connecticut, fourteen years ago, when the plan of printing or writing words from the outset, ignoring the names of letters, was advocated. Substantially the same views were urged by me during the previous ten years in the institutes of Massachusetts, from which the teachers of Quincy were then conspicuously absent.

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Whether the script alone should be used from the start, as in Quincy, and Bridgeport, Connecticut, or printing, the first year, and script thereafter, is a minor matter. The question of the word or phonic method at the outset is non-essential. The phonic method teaches the sounds of the letters the first fortnight, and then carries all the advantages of the word method, including the rapid recognition of words as units. The tact and skill and enthusiasm of Col. Parker would, I doubt not, secure as good results in one way as the other. The remarkable success of Dr. Harris with the primary schools of St. Louis has been achieved by the use of the phonic method, so long and generally used in teaching reading in Germany, Italy, and other European countries, and so generally indorsed by the most eminent educational experts of the world, based, as it is, on true philosophical principles. The word method, though in use long ago, has been several times re-discovered, when a better knowledge of the past would have saved that strain of inventive "genius."

Another prominent aim of Col. Parker in the primaries was to train the senses and form habits of careful observation of common things. He recognized the fact that the child's intellectual life begins with the reception of impressions from the senses, which are the windows of the soul. The noblest of these, and the royal avenue to his mind, is the eye. From the outset this is busy with form, as seen first, perhaps, in its hand, its mother's face, the kitten, the window, and other common objects in the nursery. The child recognizes hundreds of things by their *shapes* before he can count three.

In the new education, Nature becomes the great teacher. Facts, objects, common things, are made the leading instruments of developing the faculties of the juvenile mind. Plato well said, "The Deity delights in geometrizing, for the world itself, and everything in it, is built after some geometric form or combination of these forms." Accordingly a large portion of the course of study printed during the last year to guide the teachers of Quincy is occupied with lessons in form. If youth should be trained to study nature, should we not give them the few exact forms which, singly or combined, are the patterns of all visible objects? As the child's mind naturally

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turns to form and size, if untaught in them, his notions will be vague; but if trained in these elements of geometry, his perceptions are likely to be distinct and accurate. The majority of our pupils will never pursue geometry proper, but all should learn its forms. These ideas and terms will be especially useful to the carpenter, joiner, mason, worker in tin, or any metal, or at any trade.

Form enters into all our perceptions, descriptions, comparisons, imaginations, calculations, and indeed into all the arts and occupations of men,—into the very texture of daily life. It has been said that these geometric elements are too difficult for the primaries. But the practice of thousands of schools in Germany and America, carried on more fully and thoroughly than at Quincy, shows that these elements are simpler than the first processes in arithmetic. Ideas of extension are more elementary and *attractive* than those of number. The relations of place, form, and size are among the earliest conceptions of the juvenile mind. The supposed difficulty of the subject is imaginary. The experience of myriads of primary schools at home and abroad shows that form is one of their earliest, easiest, pleasantest, and most useful occupations. With the gonigraph in hand as a sort of magic wand, the youngest children in all true kindergartens delight in making triangles, squares, rhombs, rhomboids, oblongs, pentagons, hexagons, circles, and other forms. Because they are made with facility and rapidity by their own little hands, these forms are understood and remembered. To facilitate this work, during the last twenty years, I have furnished to teachers, at the lowest wholesale price, some thousands of gonigraphs and other illustrations of geometric forms, such as are used in all kindergartens and should be furnished in every primary school. At the Centennial Exposition the Swiss Exhibit contained three sets of geometric forms, made respectively of wood, wire and paper. Similar appliances were shown in the other foreign exhibits. These appliances are generally found in the best primary schools of Europe.

In the primary schools of Quincy all are busy, and all is life. Col. Parker visits them not as a mere spectator, for he habitually turns teacher. With crayon in hand he is a worker,

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by turns, in all the grades. His earnestness and enthusiasm give encouragement and stimulus alike to teacher and scholar, and it is inspiration that is everywhere needed even more than mere instruction,—or rather the great want is such instruction as shall awaken self-reliance and enthusiasm, and prompt the child every day to win some victory, and go on from strength to strength. The child then feels that he is doing something, and this consciousness of achievement gives pleasant memories of the past and stimulus for the future. In visiting schools, it is often sickening to see what a dreary, monotonous, stupid task the exhilarating work of study becomes, from the want of fit incentives and methods. You witness a sluggish, passive receptivity, or a mechanical movement fatal to joyous activity. Happy the child whom a skilled teacher has inspired with such taste for study as will prompt and sustain spontaneous effort. Joy and hope ever attend true energy. They quicken the mind as gloom and discouragement suppress its life. The one awakens interest and attention, the other produces heedlessness and indifference.

Col. Parker has wisely aimed to stimulate the *curiosity* of the children from the outset, realizing that curiosity is the parent of attention and memory. Curiosity prepares the soil and fertilizes the seeds of truth. A farmer might as well sow a field without ploughing, as a teacher instruct pupils in whose minds no love of knowledge has been awakened. Curiosity, or what is kindred, love of knowledge, is one of the strong natural desires which God has planted in the heart of every child. Though too often dormant, it may become one of the vital forces in education. However strong in childhood, it should grow with years and attainments. When this is not the result, such stinting comes from our blundering. Though at first a restless instinct, under fit culture it will mature into an insatiable desire, a ruling passion. Curiosity is to the mind what appetite is to the body. It creates a hungering and thirsting for knowledge, which alone is the mind's food. Love of truth was as strong a passion with Newton as love of conquest with Napoleon. Under its healthful inspiration study is a pleasure, without it a task; the dullest drudgery, "the weariness of the flesh." Curiosity is the primal desire to

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which the child's nature responds; it is the impelling power to which genius, when enriched with the treasures of science, is most susceptible. What at first is but a blind impulse, becomes an insatiable desire to observe and discover. The most bountiful supplies only add fuel to the flame. Instead of surfeit, there comes an intense craving. Each new attainment gives strength and stimulus for higher acquisitions.

The most serious charge of Mr. Adams against the old system was its failure to develop the power of expression. With his sentiments on this point I have long been in sympathy, and have often said that just here is the greatest deficiency of American schools as compared with the best schools of Switzerland, Germany, and England. With us, nothing of equal importance is so underrated and neglected as the culture of the expressive faculties. Until recently grammar was the only study in our curriculum professing to teach how "to speak and write the English language correctly." As ordinarily taught to children under twelve years of age, it has about as much adaptation to its professed design as the study of physiology and anatomy would have to swimming. Useful as grammar is, it is a difficult study, kindred to rhetoric and logic, and above the grasp of young children. In Quincy, grammar was summarily put out of school, and daily exercises in talking and writing put in. The result is that the children write English earlier, write more and write it better *throughout all the schools of the town* than is the case in *all* the schools of any other town within my knowledge in our country. Individual schools can here and there be found in this respect equal to any in Quincy. The pen or pencil continually in hand has made the Quincy scholars facile and felicitous in expression. They learn words by using them, phrases by making them, and sentences by writing them. Conversation is one of the attractions of the Quincy schools, as it is of the well-regulated home. "What did you do last evening?" or "What did you see on your way to school this morning?" are specimens of many simple questions to invite habits of observation, and then of "telling the teacher." Thus conversation was cultivated as an art. So should it be in every primary school.

To teach how to talk well should be the constant aim of

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both home and school training. Conversation should be regarded not merely as an art, but as a fine art, indeed the noblest of the fine arts, and therefore should be cultivated with the zest of the amateur in painting and sculpture. Carefully practiced, it becomes a prime educator, awakening curiosity, sharpening perception, cultivating attention, quickening both the memory and the imagination, and developing versatility, tact, and vivacity. In view of the range and grandeur of its subjects, the greatness of its influence, and the brilliancy of its victories, speech is the grandest of *all* arts. The leaders of men in every age have gained their wide sway by this divine gift of speech. The greatest triumphs of truth are won by the tongue. Though it is "a little member," it justly "boasteth great things."

The culture of expression includes and promotes that of all the other faculties. Perception, conception and memory, fancy and imagination, the taste and sensibilities, the powers of imitation, personification, and representation should be trained by and for expression, for without it all these powers, imprisoned within the soul, would droop and decay. That "crime against a human soul," as Prof. Fauerbach calls the history of Kasper Hauser, illustrates the sad effects of long isolation and enforced silence. The soul, like a lake, grows stagnant without an outlet. Thought itself falters when language fails. Felicity of expression favors clear thinking, as much as exact logic helps language. A linguistic taste fosters that love of literature and fondness for books which, like a divine light, will illumine the scholar's daily life.

Language is the grandest product of the human mind, at once the means and measure of its growth, the greatest instrument of human investigation and progress. It is the index alike of individual and national character. The refinement of the Greeks is still told by their tongue. Now, as of old, whether, barbarian or Greek, boor or scholar, one's speech "bewrayeth him." Language, too, has a moral bearing. Words *influence* as well as indicate character. A slovenly style, like a slatternly dress, suggests and promotes want of self-respect, if not purity, and tends to demean and degrade. As "evil communications corrupt good manners," so a diction

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terse, refined, and rich in noble thoughts, fosters every virtue. Or to put this gem in its own sacred setting, "A word fitly spoken is like apples of gold in pictures of silver."

A true workman must be master of the tools of his trade. The teacher's tools are both ideas and words. But language is the vehicle and vesture of his thoughts. Though thought is first in the order of time and importance, it can be fully developed only through expression. Strictly speaking, things come before names, and ideas before words, but practically they should be conjoined, for language is the casket which holds the ideas. The child should be treated as an active as well as a receptive being, one who can give as well as receive. He instinctively longs to speak as well as to hear. One of his earliest needs is aid in utterance. The first aim should be acquisition of ideas by objects, and then their fit utterance by words. But repression rather than expression, is often the result if not the aim in school. The talking is by the teacher when the pupil should first *see* and then describe. The teacher should not directly tell a child anything which he can be stimulated to find out by his senses or reflection. A single fact or truth which he discovers for himself is worth a thousand which he passively receives. Every discovery and description thus made facilitates others, and forms the habit of observation. Every fit description once given helps in the future command of language and fixes the facts described in memory.

In the schools of Germany and Switzerland, scholars write tenfold more than in America. The prominence there given to the study of the vernacular is largely due to the influence of Père Girard, whose motto was, "The mother tongue the great educator." Well would it be for the youth of America if some Père Girard would as effectually ring the changes on this cardinal maxim in this country. Every school exercise, even the dryest drill in arithmetic, may be a language drill, if the class are always kept on the alert to notice (and correct when corrections are called for) all errors in language, whether in pronunciation or expression. If a pupil can give an answer in fewer or better terms than those used by a classmate, let him be encouraged to do it. Thus a generous rivalry may be awakened in the use of felicitous language. In the

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German schools, the exercises are far more conversational than with us. The text-books are thoroughly studied by the teacher as well as by the pupils, and in all recitations, except in ancient or modern languages, the teacher has no text-book in hand. To use one would be a confession of ignorance of which a German teacher would be ashamed. Hence, in the recitation, there is far more of direct contact of mind with mind, of question and answer, of inspiration and correction, than formerly with us. The best American teachers, however, are now widely adopting this method, and with good results.

An inspection of the schools of Quincy as they are now, contrasted with their former condition, convinces me that the recent progress has been striking in the following particulars:—

1. There is a great increase of interest on the part of the pupils. They form a company of earnest and cheerful workers.

2. There has been a remarkable advance in the interest of parents and the people at large. The citizens of the town are now proud of their schools, and frequently visit them. The condition of schools everywhere answers to local public sentiment. You awaken parental sympathy and coöperation by improving the schools, no more surely than you improve the schools by intensifying popular interest.

3. There has been an increase in the aggregate attendance, as well as in its regularity and punctuality. No truant officers or truant schools are needed in Quincy.

4. There is far better reading and spelling. Great excellence is reached in these branches, especially in "sight reading," so called.

5. The training in expression is remarkable. The scholars have learned to talk and to write well. They can tell what they know. This is the most striking and important achievement in the Quincy schools. In this respect they are worthy of high praise and general imitation.

6. Habits of careful observation, as well as exact description, have been formed. To describe actions is often more difficult than to describe objects. To test one school in this matter, I went through a succession of gestures and gymnastics, and called upon the scholars each to write a narrative of my pan-

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tomime. The result was a pleasant surprise to me in the fulness and accuracy of the description, and the propriety of their language. They see quickly and can tell what they see.

7. There is here an unusual amount of individual teaching. In our system of graded schools, with all their advantages, when properly conducted, too many teachers see and teach only classes, when the true instructor (or, as the term implies, the inward builder) is building up *individual* pupils. His words impress an entire class all the more, when each is wont to receive them as a personal appeal. That power goes not out from the "schoolmaster," who treats all minds as if they were cast in the same mould, and, like so many coins, were to be stamped by the same die. A teacher must *learn* his pupils, before he can successfully teach them. He must make each child a study, to find out the strong and weak points of both mind and heart, as a discriminating physician watches closely the symptoms of his patient. Until he does this, he must work in the dark. There is a great variety of methods of illustrating each branch, and only the teacher who understands both his profession and the character of his individual pupils can adapt these countless varieties of method to the endless diversities of mind and character.

The difficulty of understanding little children is exceeded only by its importance. The internal history of a child is veiled from us, because it lies so far back of our present experience. In our eagerness to "put away childish things," we too soon forget how we "spake as a child, understood as a child, and thought as a child." "Put yourself in his place," should be the motto of the teacher. By thus becoming childlike, renewing his youth, reproducing his own early feelings and difficulties, the teacher can best prepare himself to meet the wants, weaknesses, and primal aspirations of the juvenile mind. He who can thus come down where children are, and be a child again, instead of growing old in heart with advancing years, will ever maintain that rare grace and beautiful ornament of age, the vernal freshness of youthful feeling. Such vivid reminiscences of childhood, and such knowledge of the juvenile character, bring the teacher into close contact and conscious sympathy with his pupils, open their hearts, and win their love.

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8. Col. Parker has taken great interest in dull and backward pupils. From the large number of applicants and volunteer teachers, he has made choice selections to fill vacancies. It was well understood that want of success would create a vacancy, and that success would be tested by one's treatment of dull and backward pupils. Unfortunately, the opposite theory and practice generally prevail. The backward scholars, who really need most help get the least, and the special efforts are devoted to the precocious and brilliant. It was one of the many traits that combined to make Dr. Arnold the model teacher, that he showed such sympathy and patience with backward boys. Precocity is by no means a sure promise of pre-ëminence in life. Strong and gifted minds sometimes mature late. Many a backward boy, deemed a dullard by an early teacher, has developed a rare ability when inspired by a competent teacher.

9. With the above facts in mind, it goes without saying that there is a marked advance in the *morale* of the schools. This is a point of supreme importance. The pupils are interested because they are constantly and happily occupied, and are daily conscious of making substantial progress. Of course tardiness, irregularity of attendance, and truancy reach the minimum. "Every day is a new leaf in your history," seems to be the motto of all, or, rather, the better one of Emerson, "To-day is a king in disguise." A new inspiration comes to every pupil who discovers the royal dignity and value of to-day, and so prizes *the now* as to make it rich in results. The tempting thought of youth often is, "To-morrow or next week, or next month, or next year, then, oh then, I will wake up and do something." But their achievements are always in the future who slight *to-day*.

10. In geography the use of the moulding-board has made pupils familiar with reliefs, and for this purpose it is a happy device, but the contours of different countries and of the continents are more difficult to imprint upon the mind than the reliefs. On the moulding-board but one or two work at a time, and usually the work is done by the teacher, though all serve as critics. But on the motto so well carried out at Quincy in all other departments, that children learn best by

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doing, I doubt the wisdom of making the moulding-board so prominent, and of doing this work for the children instead of leading each to mould for himself. Within narrow limits it is very useful, but as a didactic drill, and as an aid in training in observation, memory, and description, it is not comparable with the more general practice elsewhere of daily exercises in map-drawing from memory. Even the relief maps so common in Switzerland, however admirable and useful, are by no means an equivalent for our daily practice in "memory maps."

In this particular, our best schools surpass anything which can be found in Europe. Two English school inspectors, familiar with the best schools of England, Switzerland, and Germany, after witnessing the map-drawing in one of the schools of New Haven, said, "That exercise and that method of teaching geography far surpass anything we have ever witnessed in Europe." The reliefs are represented by colored crayons almost as vividly as by the moulder's earth, by which the elevations are often enormously exaggerated in their relative proportions. In all our best schools pupils study the maps and recite them by making them, and often making them every day and always from memory. The inspection of hundreds of the best schools of Germany, Switzerland, Austria, and England had previously proved to me the superiority of our methods. It is, however, but just to say that the original introduction of these methods in America is due to a Swiss—Prof. Guyot, who after teaching geography for some years in his native town of Neufchatel followed his early associate and friend Agassiz* to this country in 1848, and for more than a quarter of a century has been the Professor of Physical Geography in the College of New Jersey at Princeton. European educators are now carrying back and applying these methods developed here so fully at first by Prof. Guyot. That I may not seem partial to my own State, I will say that, in my judgment, geography is taught *generally* in the schools of New Jersey far better than it is in Quincy. Their memory maps at the Centennial Exposition surpassed those from any other State, and they included specimens from nearly every school of the State. I advise any sceptics to visit the schools

* Both were born the same year, 1807, near Neufchatel.

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of New Jersey for confirmation of this view. On their journey thither I invite them to inspect the classes in geography and map-drawing in the Dwight School of New Haven.

The attainments of the Quincy schools in arithmetic are in nowise remarkable, and, in the important matter of rapid mental combinations in figures, are far inferior to many elsewhere. They do not promise a surplus of rapid reckoners or first-class accountants. With all the acknowledged progress there made, the people of the Bay State are not likely to admit with Mr. Adams, that "the statistics of the Board of Education show clearly enough that an annual waste of some two millions a year is now regularly going on in Massachusetts from the lack of a pervading and intelligent direction of expenditures for solid purposes."

Col. Parker does not join with Mr. Adams in his somewhat indiscriminate disparagement of the schools of Massachusetts, but says, in relation to the history of education in that State, "We have inherited victory. A rich inheritance is ours, fellow-teachers, of Massachusetts. He is a shallow critic, a builder unmindful of foundations, who despises the past because something better can be done in the present. A foundation laid deep and strong is ready for the superstructure. Nowhere in the world has there been such a grand foundation laid for the truest, best education, as in our Commonwealth. . . . . We have nothing new in our schools (at Quincy). The same methods have been used for years in Germany and in this country. I claim nothing new whatever."

The grand success at Quincy, carrying the most improved and approved methods alike to all the schools of the town, shows the value of skilled supervision. Mr. Adams says of the result, "This was entirely the work of Supt. Parker. The committee simply gave him a free field to experiment in, and the result fully justified them in so doing." The simple fact is, that frequently meeting his teachers, and imbuing them with his zeal, he has become in all the schools, omnipresent with his enthusiasm, magnetizing every teacher and scholar, suggesting improvements, correcting errors, and giving unity and efficiency to the whole system. While the time-table programme was nominally abandoned, his frequent presence in every school has kept all up to the standard he required.

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Mr. Adams deserves great credit for the time and thought and heart he has devoted to the question of common-school education, and especially to the radical defect of neglecting to train our youth in the use of our own language. The examination of hundreds of schools and thousands of pupils by Mr. Walton, whatever has been said of their unfairness, at least, confirms all he says on this point. Public attention has been called to this leading defect of our schools as never before, and great good will come from this discussion. Some obvious exaggerations in Mr. Adams' paper on other points are not unnatural, and certainly are pardonable in view of the great service he has rendered to Quincy, and to the cause of education throughout the country.

The new interest in the culture of the expressive faculties—in the use and command of our vernacular, is by far the most important result of the New Departure.

WHAT SHOULD OUR SCHOOLS DO FOR AGRICULTURE?*

Farming is the leading and most essential business of the country, occupying more than three-fourths of our laboring population. It is the basis of the wealth, prosperity and power of the American people. Its depreciation would demoralize the nation. It was the original, divinely appointed calling of man. God planted a garden in Eden and made it man's first duty to "dress and keep it." When driven from Eden, it was still his mission to "till the ground from whence he was taken and to eat bread in the sweat of his face." The Creator plainly intended that Agriculture should be the groundwork of civilized society, the basis of all progress. On its prosperity hang the hopes of the race, far more than on any other calling. It must provide the means of sustaining an increasing population, or there can be no growth. Commerce and manufactures depend upon it more than it does upon them. In the words of Webster, "they all stand together like

* Given as the opening address before the State Agricultural Convention at New Britain, December 15, 1880.

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pillars in a cluster, the largest in the center, and that largest is Agriculture." For an interest so broad and vital to the prosperity of the whole country, our schools should accomplish the best possible results.

Now that slavery is abolished, we have no vestige of a caste system in America. Labor is honorable, and the laborer is honored. The most popular rallying cry to help a candidate for the highest office, is some term which affiliates him with farmers or other workmen, like "the rail-splitter" or "the tow-path boy." In contrast with the distinct classes and hereditary nobilities of the old world, it is our proud national characteristic, that we are a working people; that he is the noblest who works most and best for the general weal, and that the cause of the workman is recognized as the cause of all. The best way to elevate farming is to elevate the farmer. The people are learning that mere muscle is weak, and that brains help the hands in all work; that knowledge and skill multiply the value and productive power of muscular efforts. Whatever the chemical analyses of our Experiment Station may show, the best of all fertilizers is brains. In farming as everywhere, if knowledge is power, ignorance is impotence. What a man *is*, stamps an impress upon what he does, on the farm or in the shop. The style of the work depends on the character of the workman. Whatever elevates the farmer ultimately improves his farming. Whatever degrades the farmer at once depreciates his work. The wealth and welfare of individuals and communities, always dependent on labor, can be most fully secured only by educated labor. You can dignify farming in no way so surely as by educating and thus elevating the farmer. As mind triumphs over matter, the amount of manual labor requisite to secure equal results constantly lessens. The future improvement of farming depends on brain as well as brawn. The progress of civilization has always been commensurate with man's dominion over nature and his utilization of her forces and resources. "Subdue the earth and have dominion over it," was the primeval command. We gain that dominion over nature just in proportion as we *discover* and obey her laws. In struggles for material success, he wins who best wields physical forces.

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To enable our schools to accomplish better results for Agriculture, I invite our farmers to do more for the schools, and especially to visit them. We need a still higher appreciation of them and a more active and intelligent interest in their improvement. Apathy on the part of parents would neutralize the efforts of the best teachers. The character of the schools in every place must answer to the local public sentiment. You stimulate public interest by improving the schools no more surely than you improve the schools by elevating public opinion. The Legislature alone cannot create good schools. Right laws may accomplish much, but the people, once in earnest, will do more. In our rural districts no class can so effectually advance this great interest of the people as the farmers.

The most essential service our Public Schools can render for Agriculture, is to give all our youth a thorough training in the common English branches. These lay the foundation for success in all after work, whether on the farm, in the shop, or store. The point of greatest weakness even in our colleges is found in the deficiency of their candidates in the elementary branches. Thoroughness here at the outset means thoroughness everywhere. The habits of accuracy, of application, of self-control, and self-reliance in overcoming difficulties early formed in school, constitute the best preparation for the farm and all other callings of life. Far more thought and time and drill should be given to these simple elements. Rightly taught, they provide the truest discipline for the juvenile mind and form the best basis for all future acquisitions. When we build the superstructure without a firm foundation, all is insecure. The first effort of the school is to lay the ground work broad and strong. That done, and you create the desire and the skill to build up the edifice; that done and school is a welcome place, and study becomes a pleasure; that done and there follows such a hungering for knowledge that when one's school days are ended, he realizes that his education is but just begun, and for the rest, it shall be the aim and pleasure of his life to educate himself. Even though the milking may summon him early in the morning and the chores detain him late at night, he will seek time and find time for the cherished work of self-improvement. Place him where you will, let his work press as

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it may, he will find leisure for reading, and occupy rainy days, the long winter evenings, and all intervals of labor in efforts for self-improvement. Even the odd moments thus utilized, in the end yield a large reward. The habit of utilizing these odd moments and thus learning how to economize time as well as money, has most important moral bearings. The boy who thus early learns that "life is real, life is earnest," and makes the most of each passing hour, is gaining self-command and self-respect, high aims and purposes that lift him above temptation and give him the true farmer's self-poise and conscious independence.

To secure the best results for our farmers, I would advocate giving greater prominence to *reading*, which I have long regarded as by far the most important study taught in our schools. This is the surest way to the mastery of all higher studies. Early proficiency here, fosters a fondness for books, while aversion to study often springs from tasking youth in severer branches before they can read fluently. Let a child early learn to read with facility and, as I have aimed to show in another connection, he has the key by which he can open any door in the temple of science. Isolated as the farmer's homes necessarily are, to a great extent, reading should be made the never failing attraction of the long winter evenings. But when it is a toilsome process to spell out the words, there can be little pleasure in reading, or interest in the narrative. It is the duty or rather the privilege of the farmer to see to it that his children are liberally supplied with attractive and wholesome reading, whether by the purchase, or exchange of books, or by reading clubs, or by a town or district library. Whenever its importance is duly felt, some method of gaining the proper supply will be devised.

For the best results to our farmers and to all industrial classes, less time should be given to the complex puzzles of arithmetic and more to the simple ground rules. Master addition, subtraction, multiplication, division, per-centage, and the keeping of accounts and the rest which is of practical value is easily and quickly gained. Our arithmetics are too voluminous. Let there be more drill in rapid mental combinations and practical methods and principles and less study of abstruse

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processes. Such topics as alligation medial and alternate, and commutation of radix and others as intricate and useless, may well be omitted in a common school course. These and kindred topics never applied in ordinary business fill a large space in the arithmetics and waste much precious time of the pupils. They have the sanction of tradition rather than of common sense. In continuing them, teachers and authors have consulted usage more than utility. Like the titled scions of rank in the old world, they have come down by so long a literary descent, that no one disputes their right to their honored place. Worth more than all these obsolete processes, is the thorough mastery of the ground rules. Rapid mental combinations should be daily practiced till pupils can add, multiply and divide with the utmost rapidity and accuracy. The art of arithmetic will thus be mastered though the profundities of the science be not explored. Ex-President Thomas Hill of Harvard College, himself an eminent mathematician, strongly condemns the common practice of stupefying and disgusting pupils with premature attempts to understand arithmetic as a science, while as a consequence they fail to acquire facility in it as an art. Life is not long enough to spend so much time on the intricacies of compound proportion, permutation and the like, that not one in a thousand ever applies in business.

The public school should train our youth in habits of observation, which is the prime secret of success in farming and forms the true basis of all higher education. The child's intellectual life begins with impressions from the senses, which are the windows of the soul. The noblest of these and the royal avenue to the mind is the eye. This sense-education, commences in the cradle and should continue through life. Hence "things before names, ideas before words," and in higher stages, "principles and processes before rules" should be the motto. Too often the teacher begins with books and continues with books only, teaching that which is impractical if not incomprehensible to the neglect of things nearest at hand, things most interesting, suggestive and useful. God designed nature to be the earliest and most constant teacher of the juvenile mind, and has made objects and events the leading instruments of developing its faculties. Invaluable as are books, they are

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but the art of man, while nature is the art of God. It is therefore a narrow view of education that makes books its only instruments. Every device should be employed to foster a love of nature and form habits of careful observation of common things. The organs of sense, when not early trained, become rigid and unimpressible. The teacher who relies upon the text-book alone is more than three thousand years behind Job, whose maxims deserve a place in the most modern didactics. "Ask now the beasts and they shall teach thee and the fowls of the air and they shall tell thee; or speak to the earth and it shall teach thee; and the fishes of the sea shall declare unto thee." Such a teacher forgets the motto of the wise man who said, "Go to the ant thou sluggard; consider her ways and be wise," or that of the Great Teacher who said, "Consider the lilies of the field how they grow," and "Behold the fowls of the air." Milton well says: "To know those things which about us lie, in the daily life is the prime wisdom."

I commend to our farmers' boys the advice given to youth by Hugh Miller: "Learn to make a right use of your *eyes*, the commonest things are worth looking at, even stones, weeds and the most familiar animals. One of the best schools I ever attended was the miscellany of objects and circumstances surrounding me in my native district, challenging the first exercise of my senses and fancy, and this is a species of education open to all." True, but how few are open to it. How many go through the world practically blindfolded. Under the lead of his Uncle Sandy the keen-eyed harness-maker, Hugh Miller while a boy, had observed carefully the rocks, rains, tides, trees, ferns, shell-fish, sea-fowl and insects along the rocky shore of his native Cromarty. While working seventeen years as stone mason in the quarries or sheds, he studied the stones he was hammering and thus became the most eminent geologist of his age. So in general, the most distinguished men of all ages and countries have been close students of nature and observers of common things.

I have emphasized this subject because the careful observation of nature's processes is specially essential to the success of the farmer. Unless acquired early, the habit is not likely to be

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ever formed. This work cannot be done by proxy. The judgment of the farmer must be based on his personal observations. Indispensable as is the knowledge gained from books, its use and application depend on one's own study of things. The failures of fancy farmers come from following book theories without that adaptation to changed local conditions which personal observation and experience alone can suggest. Hence, both in the family and school, curiosity should be so stimulated as to prompt an insatiable desire for that knowledge which comes through the senses when trained in observing the qualities of common things. Curiosity, or what is kindred, love of knowledge, is one of the strongest natural desires of the child. Though too often dwarfed by our blundering, when the senses are sharpened, it is one of the most vital forces in education, becoming the parent of perception and attention, of memory, imagination and expression.

To show how susceptible is the plastic mind of childhood when consciously brought into contact and sympathy with nature, by a teacher competent to be her interpreter, I mention two out of a multitude of similar illustrations. An eminent botanist narrated to me the following personal incident: "When I was a mere boy, my teacher handed me a flower, asking me to notice *all* its parts, and when I had done so for the first time in my life, he gave their several botanic names, introducing each with its Saxon synonym, which I never forgot. That brief talk of twenty minutes inspired me with an interest in observation and study that led to collegiate culture." Said another gentleman, author of popular text-books on Natural History, "My teacher once invited me to search on my father's farm for curious stones. I found a white stone with sharp edges, of which he said, that is a good specimen, though very common, for three-quarters of the earth's crust is made up of this stone. It is very useful. The grains and grasses get the sharpness and strength of their stalks from a minute portion of this stone which the rootlets dissolve and send up for their growth. It is useful in the arts. You have it also in the wall and in common plaster. Glass is made of it, only a little stuff is mixed with it to make it work well, and the very best spectacle glasses are made of pure specimens

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of stone like this, showing me a pure quartz crystal, and pointing out its exact hexagonal form and pyramidal cap. That brief talk changed my history and fired my mind with love of learning."

The farmer's boys have the best opportunities of learning these practical lessons from nature, provided the teacher is competent to start him in the right lines of observation. On the farm, birds, insects, fishes and all animals, flowers and foliage, plants, shrubs, creeping vines and trees, to say nothing of the minerals under his feet, are all practical primary teachers.

In the interests of Agriculture and all industrial pursuits, our youth should be taught at school the necessity of labor, its vital relation to all human excellence and progress, the evils of indolence and the absurdity of the common aversion to manual labor. This popular distaste for industrial pursuits should be *early* counteracted and the silly and pernicious notions that labor is menial, and that the tools of the farm or of a trade are badges of servility should be refuted in our schools, and more should there be said and done to dignify labor and render industrial pursuits attractive and reputable. The Agricultural, Forestral and Industrial Schools, so numerous in Germany, Switzerland and other portions of Europe, have proved as efficient in dignifying labor as in increasing its efficiency and market value. Girls, as well as boys, are there early taught, both in the family and school, that to learn to be useful is alike their duty, privilege and interest.

Many of our youth are afflicted with an ambition for easier lives and more genteel employments, and with the infatuation that city clerkships are the most eligible positions, while farming and the trades are not "respectable." Let them learn that the intelligent farmers or mechanics have a better chance of securing wealth, health and influence, than the over-crowded city clerkships can afford. In any average farming community, let twenty young men form a stay-at-home association and employ their best skill in rural pursuits; and another twenty, we will suppose of the same capacity and education, start in quest of city clerkships, and, at the end of twenty years, I am confident our stay-at-homes would, on the average, have better health, better characters, greater influence and more money

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than the twenty who turned their backs on the humble industries of the country.

Clerks are often paid less than skillful mechanics, and are less independent. In their precarious positions, they are liable to disappointments and humiliating struggles with the thousands of others "looking for a place." Every advertisement for a clerk brings a whole swarm of applicants. How pitiable the condition of this superabundance of book-keepers and exchangers wasting their lives waiting for a place, while our farms and factories, railroads and trades, are clamoring for educated superintendents, foremen, engineers, skillful managers and "cunning workmen." The position of the educated and well-trained farmer or mechanic is far preferable to that of average city clerks. The latter may dress better, talk more glibly, bow more gracefully, not to say obsequiously, but they compare unfavorably with our best farmers and mechanics in manly independence, vigor of thought and strength of character.

Too many of our young men leave the homestead on adventures less safe and reliable than the arts of industry. A good trade is more honorable and remunerative than peddling maps, books, pictures, patent-rights and clothes-wringers, or in a city store to be cash or errand boy, store-sweeper, fire-kindler or even book-keeper. Without in any way disparaging the useful position of the clerk, our young men may properly be cautioned against further crowding this already plethoric profession. To the boys in the country I say, instead of aspiring to an uncertain and precarious clerkship, stick to the farm or learn a trade, and you will lay the broadest foundation for prosperity.

The value of work as an educator hitherto too little appreciated, needs to be taught in our schools. Children learn by doing. This principle underlies the whole Kindergarten system. Its prime motto is, "Do nothing for the child which he can be encouraged to do for himself." His planning, combining, constructing and designing, with simplest materials, foster interest and skill in work. It would be a grand achievement if the Public Schools should lead our youth to realize that their education is essentially deficient until they have learned to work in some useful form of industry. Such was the theory and

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practice of the ancient Hebrews, carrying out the plan given them from heaven. That is plainly the Divine plan for the race. The Hebrews held that all children should be taught some handicraft as an essential part of education. Among them labor was always honorable. No man was ashamed of his trade. No matter what his rank, every one must be trained to work. The chief of the Apostles did not degrade his high office by occasionally resuming his trade of tent-maker. By his own example, he enforced his precept, "if any would not work, neither should he eat," and sharpened his censure of "the disorderly busy-bodies working not at all." His associates never suspected that their old business of fishermen was disreputable. Why was it that the Great Teacher, when all possibilities were open to his choice, sought out the humble home of the carpenter and worked patiently at His reputed father's trade, except that He might condemn before the world the unchristian and heathenish notion that labor is menial. On the other hand, the Chinese Mandarins who let their nails grow as long as their fingers, to show that they never work, are the illustrious predecessors of the pretentious snobs who affect to despise the industrial arts.

The Jews still maintain their ancestral pride and faith in *work*. Notwithstanding long ages of bitter persecution, they are, as a race, most remarkable for perseverance, energy and ability. These manly traits have been fostered by their hereditary habits of industry. Debarred by oppressive laws for many centuries from the ownership of land, and from the ordinary industrial pursuits, they were driven to trade, which naturally continues to be their leading occupation, and in which they have gained marked success by dint of indomitable energy in the face of opposition and manifold difficulties. In his own life as well as in Endymion, Beaconsfield has strongly illustrated the power of an indomitable will. In every country, where the civil disabilities which oppressed them for so many centuries have been removed, the Jews have soon risen to be leaders in education, in the press, in finance, in science and literature. Their wonderful ability and success seem to be the secret of the new and strange outburst of medieval intolerance and hostility which now disgraces Germany. The real trouble

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is, that the Jews so often outstrip their rivals and win the prizes which are open to fair competition. Complaints made in late German periodicals fully betray this unworthy motive. The outcry is, "The Jews are monopolizing the best positions in the Universities, absorbing millions of money, controlling exchange, becoming our leading capitalists and even crowding into Parliament, and in danger of moulding the destinies of the nation."

It is a redeeming feature of this outburst of narrowness that the Crown Prince, who himself once thoroughly learned a trade, denounces the present persecution of the Jews as "a shame to Germany." No man in Germany has done more than he to make labor reputable. He has practiced as well as preached the gospel of work, having early learned the cabinet-maker's trade. At Babelsberg, near Potsdam, the summer palace of the Emperor of Germany, are shown choicest articles of furniture made by him. When his only sister, the Grand Duchess of Baden, placed her daughter in the *schloss*, a famous school in Carlsruhe, she directed that she should be excused from none of the household industries required of the other pupils, that she should be trained in sewing and knitting, and made as thorough a seamstress as if she were expecting to earn her livelihood by her needle. Such royal examples of honoring industry have exerted a vast influence throughout the German Empire.

The tendency on the farm has been to overwork the boys and allow too little respite for play, for, with the young of all animals, play is the dictate of nature. The earth, the air and sea are full of animals who seem to luxuriate in playful activity. But, while all work and no play represses the jubilant impulses of childhood, the tendency of our times to all play and no work is far more harmful. Excessive amusements dissipate the mind, weaken the will and demoralize the whole character—making one restless, selfish, discontented and dependent. The habitual idler naturally degenerates into something worse, for idleness and vice are twins. Labor, though called the curse and consequence of sin, may be a blessing to beings constituted as we are. We need the spur of necessity to energize our minds. Our richest thoughts and experience, and our best dis-

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cipline, come to us when we are intensely active. Toils and privations even, give strength, endurance and courage for future achievements. The successful merchant who, with a fortune, retires from business, and sits down to enjoy himself with nothing to do but take his comfort, becomes the victim of ennui, if not of dyspepsia. Industry is essential to thrift and virtue, to mental, moral and physical health. The devil tempts every body, but the idler tempts the devil, who gives plenty of work to all whom he can find with nothing to do. The historian Froude well says, "There are but three ways of living; by working, by begging, or by stealing; those who do not work, disguise it in whatever pretty language we please, are doing one of the other two." Every man should have one vocation, and as many avocations as he can. Men of mark are men of work. The most industrious individuals and races are the most intelligent and powerful; the most elevated morally as well as mentally. In whatever land man can subsist in indolence, he droops in intellect, and there is the greatest demoralization in those tropical climates where leisure rather than labor is the rule of life. Man rises in the scale where his necessities compel constant industry, as he sinks where his wants exact no labor. Where industry becomes habitual and skillful, it not only supplies mere necessities, but stimulates demands above absolute wants. Every pure enjoyment gained by labor, prompts the desire for other and higher gratifications. Theodore Parker said, "The fine arts do not interest me so much as the coarse arts, which feed, clothe, house, and comfort a people. I should rather be a great man as Franklin, than a Michael Angelo; nay, if I had a son, I should rather see him a mechanic who organized use, like the late George Stephenson, in England, than a great painter like Rubens, who only copied beauty." Edward Forbes says, "He who knows not what it is to labor, knows not what it is to enjoy."

I once began a census of the eminent men of Connecticut, those who have been most successful in business, or in the various professions, and found that the great majority of them had the discipline of rural occupations in their youth. The successive governors of our State, for a long time, with a single exception, were early accustomed to manual labor. The

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town of Lebanon has raised up five governors. Many retired rural districts and hill towns have been fertile in the richest treasures of intellect. The Litchfield County Jubilee showed a proud array of her sons among the most distinguished men of our country. On the other hand, those who despised labor in their youth have not been the benefactors of the community nor of themselves. "The artificers and inventors of the world, the men who revolutionize human industry and manifold the wealth and power of nations by new machines and new processes of art—the Watts, the Arkwrights, the Bramahs, the Clements, the Nasmyths, the Stephensons, the Fairbairns, the Fultons, the Ericsons, the Goodyears, the Howes, the McCormicks, have usually had their training on the farm or in the shops."

A striking illustration of the value of work as an educator has been recently furnished by Rev. Washington Gladden, of Springfield. He sent a circular to one hundred of the most prominent men of that place, asking, "Was your home during the first fifteen years of your life on the farm or in the city, and were you then accustomed to work when not in school?" Of the eighty-eight who replied, five only "had nothing particular to do," while ninety-four per cent. were farmers' sons, or hard working boys. So everywhere, as he clearly shows, the prizes of life are carried off by the men who learned to work. Men energized by such discipline are sure to outstrip those who were dandled in the lap of affluence and enervated by excessive indulgence. The farmer's boy learns patience and persistence by doing tough tasks without flinching. Mr. Gladden's conclusion from his inquiry was, that the boy early trained to work has eighteen chances of succeeding in life to one chance for the boy without this discipline.

Farm work, by the great variety of its forms and conditions, is peculiarly fitted to task and test the mind of a boy in planning, contriving and adapting means to ends under constantly varying circumstances. The necessities of the farm teach the needful lesson that "where there is a will there is a way." Coleridge said, "A perfectly educated character is little else than a perfectly disciplined will." The *will* is by no means the only faculty to be educated, but its right culture involves

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that of every other faculty of the mind and heart. It is the will that differentiates men. This is the regal power of the mind, and more than any thing in our intellectual nature constitutes the man. A disciplined will equips the mind for action. An earnest will is the agent of every great achievement. There is nothing like it to make the mind resolute and successful, loyal to duty, superior to doubt, disdainful of ease, delighting in achievement, and rendering toil, self-denial, exertions in whatever form, easy and pleasant. A resolute mind will scorn sloth, love labor, spare no effort, neglect no opportunity to accomplish its end.

Labor develops inventive talent. The exigences of the farmer, remote from villages and shops, compel him to be something of a carpenter, joiner, blacksmith and harness-maker—a man of all work—"handy at anything." His business varies with the seasons and sometimes changes every day. A farmer's boy myself, early trained in practical industry and familiar with farm work, I have ever valued highly those practical lessons learned among the rough hills of grand old Litchfield County.

I counsel even the sons of affluence to spend at least one season at hard work on the farm or in the shop. The practical business drill there gained, the knowledge of nature and domestic animals, will amply compensate for the consequent loss in book learning, to say nothing of the health and physical training thus secured. With all our improved gymnastics, none is better than manual labor, when it is cheerfully and intelligently performed, and especially farm work. The habits of industry, once formed on the farm, or in the shop, may shape all the future, teaching one to value time, to husband the odd moments, and to practice diligence in business.

The pupils who luxuriate in the wealthiest homes of the city would profit by one year in the country with its peculiar work and play, its freer sports and wider range for rambles by the springs and brooks, the rivers and waterfalls, the ponds and lakes, over the hills and planes, through the groves and forests; in observing nature, searching for wild flowers and curious stones, learning to recognize the different trees by any one of their distinctive marks, viz., the leaf, flower, fruit, form, bark

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and grain, watching the ant-hills, collecting butterflies and various insects, noticing the birds so as to distinguish them by their beaks or claws, their size, form, plumage, flight or song. Studying nature in any one or more of these varied forms, each so fitted to charm children, would refresh their minds as well as re-create their bodies.

The simple elements of the practical sciences should be taught in our schools, at least in oral lessons. A few talks on Agricultural Chemistry, will invite its fuller study when the school days are ended, especially in observing the chemical marvels that will meet one on every rod of his farm. The lectures given in our Teachers' Institutes on the geological characteristics of Connecticut, show how profitably our teachers might each give simple lessons on the prominent physical features of his town, county and State. Such talks will intensify the interest of the farmers' boys in the study of the stones and rocks which line their pathway. Specimens of our most common minerals ought to be in all our schools, procurable as they are by any competent teacher, without cost. No pupil should leave the Public School without knowing the names and leading characteristics of at least a dozen of our common minerals.

Familiar lessons should also be given about plants and animals, the laws of health and animal physiology. A few hints on "how plants grow," will add interest to the flora found in such great varieties on every farm. With specimens in hand, a few minutes devoted to pointing out the difference between inside growers and outside growers (saying nothing of endogens and exogens) or between parallel-veined and net-veined leaves, or the evergreens and those trees which drop their leaves annually, will awaken a lasting interest in the study of Botany. How early children may learn the difference between the animal, vegetable and mineral kingdoms, or that some animals have jointed back bones, that others have their bones outside of their bodies, while others have none at all. Such glimpses of the beauties and wonders of science awaken a healthful desire to observe and study. I remember well the interest awakened at a Teachers' Institute in Massachusetts, when Prof. Agassiz gave a lecture on the grasshopper.

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Having by the aid of the boys collected several hundred grasshoppers and etherized them so that they would not jump about, he passed one to each of his auditors. This created general laughter and seemed ridiculous to many. But soon, instead of laughing at or looking at him, every one was looking intently at the object in hand. When he pointed out minute parts some one said, "Can't see them;" to which he replied, "Look again and learn to *look*, for I can see things ten times smaller than those to which I have called your attention. The power of the human eye is very great, and it is only the want of practice which sets such narrow limits to its powers. By learning how to examine *one* thing thoroughly, you learn how to see any thing. I present this subject to you, teachers, for the purpose of suggesting the desirableness and method of teaching Natural History in schools, and of using that instruction as a means of developing the juvenile faculties and leading them to the knowledge of the Creator."

If you ask where can teachers be found competent to give such lessons, I invite you to visit our Normal School and observe how well its pupils are trained in the methods of teaching the elements of the practical sciences in our schools, and I ask the coöperation of the farmers in securing better qualified teachers for their children.

By leading children to plant flowers, shrubs and trees in the school grounds, as well as around the homestead, and by brief lessons on rural art, and especially on the beauty, variety and value of trees, such an interest in their study and culture might be awakened as to make our youth practical arborists. Very little time would be required for those talks which would be sure to inspire an interest in arboriculture and in the broader subject of rural art and adornment. In this way our Public Schools may prove a partial substitute for the schools of Forestry in Germany and other European countries, which have exerted there a remarkable influence in diffusing a general interest in arboriculture among the people. They regard forests as their friends, and understand their climatic influence and economic value in staying spring torrents, preventing summer droughts as well as in supplying lumber and fuel. The Germans have a passion for nature, and love to frequent their

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beautiful groves and gardens, for parks and woods abound in and near their cities and towns. The rural and suburban adornment, now the pride and glory of so many beautiful towns in Germany, and the fruit of this revived love of arboriculture, is largely due to the influence and literature which have emanated from her schools of Forestry. Hence a deep and general interest has been awakened in trees and forests and the wanton forest fires so common and destructive in America are comparatively unknown in Germany. The forest incendiary would be regarded as a common enemy, like the poisoner of an aqueduct, recklessly destroying that which it is the interest of all to preserve. Like their Forest Schools, our Public Schools should create that healthful public sentiment which constitutes the best possible protection of the woods.

In connection with the Sheffield Scientific School, which by the act of the Legislature in 1863 became the College of Agriculture and the Mechanic Arts of Connecticut, the endowment of one or two additional professorships would inaugurate a Department of Forestry. This could be done the more economically here, where the existing cabinets, laboratories and philosophical apparatus might be utilized in forestral instruction. The endowment of such a department would prove a great benefaction to the State and to the country, opening new fields of investigation which would bear directly on the ultimate resources and permanent prosperity of the nation. The conclusions of foreign foresters, though confirmed by the broadest observations and experience in Europe, cannot all be wisely adopted in American Sylviculture. Differences in soil, climate and other conditions, may affect trees in regard to rapidity of growth, health, durability of timber, texture, elasticity and grain of the wood and many other qualities. These vital questions can be determined only by careful investigations carried on in each country.

The Lombardy poplar, for example, was planted extensively in New England many years ago. Brought to England from the banks of the Po in 1758, the facility of its propagation from cuttings, its rapid growth, its tall columnar outline in contrast with the spreading oaks and elms, soon made it a favorite in England, hence with the fathers of New England. Sending

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out its almost upright branches all along its tall stem, it was much admired here, as it is still by the Italians and was of old by the Romans, who called it the *arbor populi.* But in New England so many of its branches winter-killed that it soon became an unsightly collection of dead limbs, and it is now seldom seen. This is one of many illustrations of the necessity of adaptation to soil and climate, and of the fact that some trees which thrive in one locality will fail in another.

More than those of other workmen, the farmer's business binds him to his *home.* He lives on or near the soil he tills. Hence the farmer's home must often be somewhat isolated. To promote sociality and content, Col. Waring proposes that farmers should concentrate in villages, and for this purpose submit to the necessity of long daily journeys to their farms. This is unfortunately the European usage. There the cottages of the peasants are often crowded together more closely than are the homes in any well laid-out city, leaving scant room for out-buildings, to say nothing of gardens. This custom grew out of the necessities of a barbarous age as a protection from robbers, or out of that feudal system under which the serfs were crowded into huts under the castle walls of their lord or chief.

The very isolation of the American farmer is one source of his conscious individuality, independence and strength, when he is thus led to greater care and taste in adorning his home and grounds and increasing the attractions of the fireside. It has long been my ambition to improve the homes and home-life of our farmers, and of all our industrial classes, and help them realize that the highest privilege and central duty of life is the creation of happy homes. The chief aim of the industries of life, whether agricultural, manufacturing or commercial, and the great end for which government itself is worthy to be maintained, is that men may live in happy homes. "The hope of America is the homes of America," and the hope of Connecticut is the homes of Connecticut. You improve the schools by improving the homes as truly as you improve the homes by improving the schools. Modern civilization relates especially to the homes and social life of the people, to their health, comfort, thrift, their intellectual and moral advancement. In earlier times and other lands, men were counted in

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the aggregate. They were valued as they helped to swell the revenues or retinues of kings and nobles. The government was the unit, and each individual only added one to the roll of serfs or soldiers. With us the individual is the unit, and the government is of the people and for the people and by the people. America may be brought to be the paradise of the laborer in the neatness, comforts, amenities and attractions of his home. In no other way can the best interests of this nation be more surely promoted than by the elevation and ennobling of its home life, and no agency can contibute to this grand achievement so universally and effectually as our public schools.

[Since the foregoing was in type, I have received a paper from M. H. Buckhan, President of the University of Vermont, on the question, "What kind of an education shall we give those of our children who are going to be farmers," which is so sound, practical and suggestive as to well merit re-printing entire in this connection. My limits will permit only the following condensed summary of its leading thoughts.]

I shall ask and answer the question as though it was a personal concern of my own: "What sort of an education shall I give to a child of mine who is going to be a farmer?" So you will get my best and sincerest thoughts on the subject. I will suppose that I have a boy who is going to be a farmer, calling him George, which is a good farmer's name, inasmuch as the word itself means farmer. The question then is, how shall I educate George? Now, although I should very much like to have one of my boys become a farmer, because I believe that a farmer's life may be as honorable, happy and useful as any life, I have no means of knowing that George will actually be a farmer. I have no right arbitrarily to choose my boys' occupations for them any more than I have to choose their wives for them. The system of caste which requires that every boy should follow his father's occupation, is tyrannous and cruel. But in this free age and land, one of the best opportunities a young man has is the opportunity of freely choosing his own calling among all those open to honorable ambition. A good deal is said against academies and colleges on the ground that they "educate young men away from the farm." I know a man who says: "I want my boy to be a farmer. If I send him off to school, he will get weaned from the farm and go into some profession. I will give him just a good common school

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education; that is all that a farmer needs. Then he will stay at home and be a farmer." But one of the rights which God gave that boy was the right to make the most of himself in any sphere of life which he might freely choose. And yet the father, who ought to be his best helper, robs him of that right, and says, virtually, "I will fix it so that he will never have a chance to choose any calling and will never know that the chance was taken away from him." Why, if all farmers' sons were to become farmers, what would become of the professions, and of the world? Go through all the callings of life and pick out the most capable men in them, the greatest lawyers, statesmen, preachers, physicians, teachers, inventors, the men who are doing the greatest service to mankind, and you will find that the great majority of them came from the farm. Young men are constantly going from the farm to carry fresh vigor into other vocations, and others are constantly coming back from the professions to renew their exhausted vitality by restoring their connection with old mother earth. It is a strange thing to say, but I really think it needs to be said to the fathers—though perhaps not to the mothers: "Don't be jealous of your boys: don't grudge them a chance to rise; give them an opportunity to be something besides farmers if they want to be."

But George says he wants to be a farmer—just as Willie has decided to be a lawyer, Tom a physician, and Jack a locomotive engineer. George is only a boy. His notion of being a farmer is only a little boy's fancy. He may change his mind many times before he becomes a man. The smallest possible reason for fixing a man's career is a boy's whim—and any preference of a boy of ten or twelve can be little more than a whim. But cannot a wise parent or teacher discover a boy's talents and aptitudes and so reveal to him the career for which he is fitted and persuade him to follow it? I answer, only in the case of some very remarkable boy who, like Pascal or Mozart, early shows the unmistakable call of Providence in very marked talents. The ordinary boy's capacities do not appear until education has brought them out, and often not even then, not until practical life has tested them. George may be a farmer, but he may not be. For the present, then, it is very plain that I must not educate him as though I knew he was going to be a farmer, except so far as that education would be equally good for any other calling. But fortunately the groundwork and rudiments of all education are the same. I will, then, give him a good elementary education. Now that means a good deal. Very few boys get a good elementary education.

Shall I send my boy to the public schools, where I cannot have my way about his studies, or shall I if I am able, put him in a private school where I can, to some extent, prescribe the

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course he shall pursue? I will put George into the public schools on account of the healthful stimulus which publicity and free competition gives to the schools, but I will use my utmost influence to make them as good as they can be made. I will, so far as I am able, see to it that the buildings, the furniture, the apparatus, and above all the teachers are the best that my district, my village or town can be persuaded to provide. I will tax myself and do my utmost to persuade my neighbors to tax themselves enough to maintain the very best school we can afford.

But George's education does not depend on the school alone. It is very important that he should form the habit of reading good books. But I cannot afford to buy him all the books he will need; he must have access to a good library. I must therefore stir up my neighbors to start a village or town library. I will take good sterling newspapers, both religious and secular.

Now, if I have done my duty and he has done his, at fifteen years of age, the boy has got an education which is not to be despised. If he makes the most of it hereafter, extending his information by reading, using his opportunities to profit by intercourse with superior men, above all putting thought and plan into his business, and so being constantly educated by it, he may become a man of fair intelligence, competent to do the duties of a man in the humbler walks of life. If he have unusual native power of mind, he may do much more than this. Such a mind will often burst through the limits which beset half-trained minds of ordinary capacity and find or make itself a way to knowledge and power. These are the few cases which mislead the popular judgment. Because here and there one, rarely gifted, most rarely gifted with that indomitable perseverance which makes light of toils which would kill ordinary men, rises to eminence without the direct help of academies and colleges, it is inferred that ordinary men, of average talents, with moderate education, may do the same. But George is an ordinary boy. The question now is, shall he go on with his education? shall he go for some years to the high school or academy? The result of much thought on that question is, he shall go, if I can afford it. I will scrimp, if I must, somewhere else, not here. I will get up an hour earlier or work an hour later at night, if I must, so that George may have a good education.

Of course all farmers cannot be thoroughly educated men. In the present state of things few can aspire to that luxury. So far as concerns the great mass of farmers' sons my work is mainly done in urging them up to a good elementary and English high school education. I should like to have George become a thoroughly educated man, farmer or no farmer, and if a good deal of exertion and sacrifice on my part will make

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that possible, he shall be. But most lives are subjected to limitations. If the way to that seems to be shut against him, he must make the most of the opportunities Providence gives him, and even so may enjoy a great many of the pleasures and gains which only the highly educated man enjoys in the fullest measure.

It is not necessary now to go on and discuss the question whether George shall go to college, because the principles already settled in my own mind will lead me to desire that he should go, if circumstances permit. I refuse to allow that the probability of his being a farmer will make any difference in the question. I can see no good reason why I should favor the boy who is going to be a lawyer or a physician, over his brother who is going to be a farmer, by sending the one to college and not the other. It would be just as unfair as to leave twice as much of my property to the one as the other. The farmer needs the education as much, and can make as good use of it, as the lawyer. I admit that the probability of his actually becoming a farmer grows less the more education you give him, and that simply because his education has given him the power to gain more of the desirable things of life with less work in some other way than by farming. But as the professions become more crowded, and competition grows fiercer, and as farming becomes less an operation of mere manual labor, and more one of skill and contrivance, more educated men will be attracted to agriculture, and education will become more and more the road to success and enjoyment in this as in all other pursuits.

My general principle is this, that before we come to the special education which shall fit one to become a farmer, a professional man, or whatever else, we will give him as extended and liberal an education as the circumstances will admit; the more, the better; the more thorough and scholarly, the better; the more varied, the better, provided each part be thorough; the more extended, the better, certainly up to the time of his majority, or even a year or two beyond. How much education it is in the power of a farmer to give to his boys, will depend on how high a value he sets on education, and how ambitious they are to get it. If from that small, stony New Hampshire farm, Ezekiel and Daniel Webster could find their way to college, the same faith and heroism in father and mother and boys, could make the way to college possible—it is not necessary that it be made easy—from almost any farm.

But has George done nothing but study all these years? Has his life been all books, books, study, study, and nothing else? Not so, if I am a wise father. The number of hours in a day, the number of days in a year, that can be profitably devoted to

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pure mental activity, without exhaustion to the mind and a strain upon the body, are fewer than we think them to be: sit down and calculate them, and see how large a margin we have left for other occupations. And besides, an important part of education has to do with matters that books and school teachers have no concern with, the training of eye, ear, hand, muscles; the development of the body to strength and agility; acquiring knowledge of common things, and getting, little by little, common sense; in short, that education by work, and experience, and responsibility, through which boys become vigorous, knowing, capable in practical affairs. Now in this part of education farmers have a great advantage over most others in the management of their boys. There is always something at hand for boys to do in the time not required for study. A farmer's boy learns to be industrious, handy, thrifty; he gets a vast amount of knowledge by dealing with stones, trees, horses, cattle, birds, bees, grasses, grains, fruits, wind, weather, country stores, peddlers; he has a thousand opportunites for getting varied knowledge which the village boy lacks. He has work entrusted to him, and gets independence and manliness through the sense of responsibility.

I am thoroughly convinced that every boy should be trained to some kind of industry—I do not mean a mere amateur, half-work, half-play kind of employment, but to some one of the great, necessary, bread-winning industries of mankind. Good health, good habits, right notions of life, can be secured to boys so effectually in no other way. The notion which village boys are getting, that going to school five hours a day, for five days in the week, for nine months in the year, exempts them from work for all the rest of the time, breeds habits of idleness and self-indulgence, which result in wasted and vicious lives. How to give to village boys the employment which they need, is a hard problem, which is now occupying the attention of thoughtful men. But fortunately for you, it is not your problem. The chances are all in your favor that your boy will learn industry, economy, the value of time, and most of the essential, if homely, virtues, through the experiences of life on the farm.

But sooner or later George must make his choice of a calling, and we will assume that he chooses to be a farmer. He has good reasons for his choice, and he chooses for those reasons, and not from necessity or whim. Because farming is an active, out-door, healthful employment; because it is an honorable and useful calling; because it insures a competency and holds out the prospect of a moderate and comfortable degree of wealth; and because it gives opportunity for the exercise of all the virtues, the cultivation of all the graces and the enjoyment of all the substantial comforts of life—he deliberately makes up

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his mind to be a farmer. He has already done much in the way of preparation for his life work. He has got considerable training of muscles, of sense, of mind. And now, just as a well-educated young man turns his attention to the law, or to medicine, or divinity, he applies himself to the study of agriculture. He is not intending to be a gentleman farmer, but is going into the business for the purpose of making a living. What, then, shall his special education for farming be?

Agriculture though not a science, but an art, is surrounded by sciences which throw light upon it. And if we might call an art liberal in proportion to its affiliation to science, then agriculture is the most liberal of all the arts, for it is allied to more sciences than any other. Step out upon your land and pick up a handful of soil, and before you can answer all the questions which that soil puts to you, you must know something of Mineralogy, and Organic and Inorganic Chemistry. Stoop down and detach a single blade of grass with its roots, and you have in your hand all the essential data of the problem which that most interesting and wonderful science of Botany is called to solve. Crawling about under your feet, humming around your ears, infesting the plant you have in your hand, disputing with you the possession of the air you are about to take into your lungs, are living creatures whose structure, habits and relations to other organic life form the science of Entomology, which is only one department of the vast science of Zoology, which treats of all animate beings on the earth and in the air and in the sea. Every plant that grows on your farm, every animal in the stock-yard, every bird and insect that hovers in the air, every implement of husbandry, every road, fence, drain, farm-building, every running stream, swamp, muck-bed, forest, every change of temperature, rain storm, drought, every bare rock upheaved to the sun—everything, in short, that the farmer's eye rests upon or his ear hears as he looks and listens by day or by night, represents to him a science which lies very close to his work and which it is his interest to know. Indeed, it would be difficult to name a science in all the circle of them, which does not bear, immediately or remotely, on agriculture. George has learned something of these sciences in his general training, but he pursues them now not for the purposes of training but for knowledge. He has learned the fundamental principles of Chemistry, Botany and Physiology; he should now pursue them into those details which touch the operations of farming. He studies Chemistry as related to soils and the food of plants; Botany as related to seeds, growth, propagation, hybridizing, grafting, irrigating, pruning; Physiology as related to the care and feeding of animals, breeding, fattening. His studies must now be real, connected with actual things, not mere pictures and illustrations of things.

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But where shall George learn the *practical* part of farming? Certainly not from books or lectures or from any instructions of men themselves inexperienced, but on the farm, in the actual operations of bona fide farming. Experimental farming, amateur farming, fancy farming are all instructive, and I should wish to have George keep a shrewd eye on all innovations and be ready to learn the lesson which they have to teach. But the kind of farming from which a boy learns most is farming pursued as a business, and for the purpose of making a living. When George has finished his scientific studies, or while he is pursuing them if it can be arranged that he can study winters and work summers, I should like to put him to work on some well managed farm, where he will see and share in all the operations of a diversified agriculture. This is the practice pursued in some parts of the world where agriculture reaches its highest perfection, in the south of Scotland, for instance. There the lads who are going to be head farmers or stewards are first thoroughly educated in the schools and are then sent to spend a few years with a "scientific farmer," as he is there called; that is, a practical farmer who understands all branches of the business and has in operation on his farm, usually a large one, all the most approved methods. There he serves a sort of apprenticeship, giving his labor for the instruction he receives. Possibly some modification of this plan will be found to work with the farms attached to the agricultural colleges, so that they can be at once models for instruction and remunerative, or, at least, self-paying, as farms. But farming can be learned no where but on a farm. A learner must for a time be an apprentice, either to some one else or to himself. However wise he may be in the theory and principles of agriculture, he will be a bungler and a loser till he gain skill by experience.

I know too well what answer many will make to all this: "The education you describe is something very fine, but it would turn our children into gentlemen and ladies, whom we might have the privilege of waiting on. Education weans boys from the love of work, and our boys must work, as we did. Your scheme is not practical. It may do for the sons of a few rich farmers, but the majority of boys are better off with a good common education and plenty of work." Are the farmers of Vermont, then, a peasant class, to whom education is to be denied, and denied by themselves, lest it lift them out of the station in which it has pleased Providence to place them? Is education something too good for them, something fit for their betters, but not for them? I have not read aright the history of Vermont if any such spirit as this is native to the soil. I believe that nothing God has to bestow on his most favored children is any too good for Vermonters, or for farmers?

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If education will make gentlemen and ladies of our children—and education and religion certainly will—there is no place where true gentlemen and ladies have a better right to live and reign and multiply their kind than on the farms and in the homes of Vermont. And if there is any good thing in life which we failed to get for ourselves because we came too early in the course of human progress, let us do all we can to secure it for our sons and daughters. There was one in history who thought it more glory to be a king-maker than a king. Let the farmer who is uneducated himself, and has felt his deficiences, get his compensation in giving superior advantages to his children.

POPULAR ART-EDUCATION.

By Prof. John F. Weir.

[The State Teachers' Association held in New Haven, October 14–16, was favored with so many practical and profitable addresses as to make it difficult to select any single one for insertion in this Report. The address of Prof. Weir, re-printed by permission from the *North American Review*, is somewhat condensed in order to keep within the limits usually allowed to the proceedings of the State Association. This paper is commended especially to the attention of those School Boards that are now debating the question of introducing drawing into their schools.]

The number of persons now engaged in various occupations requiring some knowledge of the principles of art, or of taste, is very large and rapidly increasing. Not only in the manifold forms of fine art, as in painting, sculpture, architecture, illustrative art, and the various processes of etching and engraving, but in what is classed as decorative art as applied to handicraft and manufactures, a marked interest, amounting to eagerness, is everywhere manifest in art-instruction, and in art-production. Indeed, there is no field in which commercial competition is more active, at the present time, than in that of ornamental design. In England, France, and America, this activity is most marked, and is rapidly affecting all kinds of manufactures that are capable of being improved by tasteful design. While Art, therefore, in its finer forms, has its recognized place as contributive to the higher interests of civilization, in its lower forms and applications, that are quite within the scope of ordi-

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nary talents, it has, perhaps, a more appreciable value in the scheme of popular education, as the wealth and commercial industry of nations have, in several instances, been largely due to their art-products, or to the taste that influenced design in manufactures.

The subject of Art-education may be viewed in two distinct lights: it may be regarded æsthetically or practically. Æsthetically considered, that is with reference to Art as the exponent of the beautiful, as manifested in the creations of the artist, it has no place in the scheme of common-school education. The proper place for this is within the domain of Art-schools. But in its lower phases and practical applications, Art, in a rudimentary form, both with reference to principles and practice, as in drawing, should certainly enter into the curriculum of prescribed studies, and for the following reasons: Many conceptions or inventions must first be bodied forth in form through this means. In all the countless inventions and manufactures that form a part, and the larger part, of commercial industry, design is of conspicuous importance, and at some stage of their creation the ideas lying at the root of these inventions and manufactures must have been determined in form on paper. Behind the pattern is the drawing, and behind the drawing is some elementary knowledge of the principles of Art. In all forms of manufactures, consider the nature and order of commercial competition. First, there is competition in meeting or creating a demand, and in controlling the production necessary for this end; then follows a competition in the mechanical excellence of manufactured goods; and, lastly, competition for excellence and beauty of design. What is it that has yielded France, in the past, such wealth in return for the products of her industry? It is, mainly, the taste and beauty of design displayed in all forms of French production—French tapestries, calicoes, carpets, wall-papers, porcelains, glass, bronzes—everything, in short, into the manufacture of which *design* may fill a conspicuous place, or in the production of which *taste* is a requisite.

At the first great International Exhibition in London, in 1851, the English became aware of this fact, and were then made conscious of the entire absence of taste in design in their own

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manufactures. The result was the establishment of Art-training schools throughout the Kingdom,—the chief of which is the "South Kensington," in London,—which have changed the character of English manufactures wherever beauty of design is a requisite of success. Such an entire revolution have these schools effected in ornamental design that, in some respects, the English now excel other nations in the beauty of certain kinds of manufacture. Where they were far behind they are now in advance, and this has been the occasion of new stimulus and new effort on the part of the French, that has led them to take similar steps for furnishing popular Art-instruction, which may enable them to regain and maintain their former supremacy. To mention a single instance, though not the most important, English wall-papers have now a more extensive market than the French, and a large proportion of our own productions of this kind, including all that have merit for design,—unless Mr. Colman and Mr. Tiffany have already brought out their proposed designs,—are the stolen copies of English patterns.

That some idea may be formed of the extent of this movement in England, in the direction of Art-education, the following statistics are offered: The schools of Art established in the United Kingdom, according to last year's report, numbered 147, with an attendance of above 29,000 pupils. The number of schools wherein drawing is taught was 4170, an increase of 403 on the previous year. The number of pupils receiving instruction in drawing and design was, in 1878, 727,874, an increase of more than a hundred thousand over the report of the previous year. At the examinations of 48 "training-colleges," in which teachers of elementary schools obtain certificates as teachers of drawing, 880 persons received these certificates. The last report of the "Art Department of the Committee of Council on Education" says: "In the four years from 1874 to '78, the number of institutions in which instruction is given in drawing, or in higher art, with the aid of the Department, and subject to its inspection, has increased from 3202 to 5238. The number of persons taught, and of exercises and works examined, has more than doubled during the same period, while the total amount of the aid given by the Department in the form of payments on the results of this instruc-

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tion, as tested by examinations, has risen from £33,921 in 1874, to £51,082 in 1878, or upward of fifty per cent. of increase." These "payments on results of examinations," I may explain, are special fees, varying from a few shillings to a pound or two, paid, *per capita*, on account of pupils whose work has been approved in the examinations of the various training-schools. The sums appropriated last year, for establishing and maintaining schools and museums of art, amounted to more than a million of dollars, and the investment was thought to be a profitable one for the state.

These statistics furnish some indication of the importance this eminently practical people, the English, attach to the subject of Art-instruction. And I cite them, in detail, as more convincing to American minds than would be the higher claims of Art which rest upon more exclusive and subtile grounds. To claim for Art, in education, an elevating and refining influence, exercising the higher faculties of mind, would have, perhaps, for many, far less significance than proving it to be a source of commercial industry and wealth, which leads so-called "practical people" to value it accordingly. The English are not a sentimental people. These statistics cited are not the result of fanciful ideas, nor of the ignorance that relegates drawing in the schools to the sphere of mere "accomplishment." They are, rather, the result of a hardheaded sense of the value of drawing and design as a source of national benefit and wealth. One of their reports says: "The teaching of drawing is encouraged by the school boards, who appear to appreciate its great value as a training for the eye and hand in view of those manual operations which handicraftsmen have to perform." This, indeed, is rather too "practical" a view to take of it, but it is the one that the average school board will perhaps be most likely to appreciate. It requires at least some elemental knowledge of Art, of its aims and methods, to "see the thing as in itself it really is," to recognize that all its processes, no less than its aims and end, are intellectual, enlisting the higher faculties at every step. The effects of Art, as of all that is truly poetic, are emotional; but its processes for the accomplishment of this end are intellectual.

To return to the utilitarian estimate: consider the numbers

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of instances, the many occupations in which ornamental design is a requisite, or where taste is exercised with marked effect—objects of all kinds that surround one in the home, in vehicles of travel, in structures for domestic, civic, or religious purposes. The absence of taste in the manufacture of articles that otherwise exhibit excellence is often the occasion for condemning them altogether. Taste is the exercise of artistic judgment in the fitness of things with reference to design, and in determining what is ornamentally appropriate. A thing that is ornamented merely for the sake of ornament is in bad taste. Good taste is always economical. It is exercised in determining just how little ornament will suffice to exhibit the form to the best advantage; and, then again, how this little shall be of the finest or most beautiful design. Beauty of design as well as perfection of workmanship is what chiefly builds up a great business like that of Tiffany and Company, who, as jewelers and silversmiths, are said to excel all others, having, by means of the artistic quality of their work, secured the market of the world for their manufactures. Some of our manufacturers of silks and tapestries have competed successfully with even the better class of foreign productions; but in all these cases they import their designers, trained for the most part in the schools of France or England, and they pay these designers larger salaries than our presidents of colleges receive. There are designers for upholsterers in the metropolis who receive salaries greater than those of the members of the cabinet at Washington, and these large salaries are paid simply because it is discovered that the main success of the business depends upon the taste displayed in designing their work.

But this is sufficient to suggest of design that it has "commercial value." Let us now consider, briefly, the value of drawing in the nature of equipment for the ordinary demands of life. In professional or business experience there are thousands of objects that may be recorded in the note book by a slight sketch, that would require much time to describe in words, and then but vaguely or imperfectly. Drawing may be regarded as of almost equal value, in many kinds of business, with writing. In the absence or ignorance of this faculty to record on paper the image of that which the eye sees, no proper estimate can be

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formed of its usefulness. Imagine one whose mind is occupied with some invention, but lacking the power to place this upon paper he is under the necessity of seeking some other one who has this power, and to him he must laboriously explain his ideas, that they may be sketched for him. He is in the predicament of one who, desiring to speak, is without a tongue. He probably might exclaim: "What would I not give had I been taught to draw!" It is the addition of another sense; and how abstract, vague, and visionary are word-descriptions of things compared with placing before the eye their forms and features upon paper, in a sketch. To describe a person or a thing—the character indicated in the features of a countenance, or the details that enter into the structure of a house—would lack the sensible vividness that is presented in a sketch. The mechanic, the artificer, the inventor, or the manufacturer who has no knowledge of drawing is at a disadvantage. He must employ a go-between. He must disclose his ideas laboriously, and lose something in the process. To the carpenter who awaits your direction concerning some simple piece of work you must relinquish your ideas respecting its detail, you must sacrifice your taste to his crude notions; and this because he required a defined pattern to work from, and which you were unable to give. And so it is in many instances of much greater importance. I have known more than one scientist engaged in his pursuits lament that he had not the power to make drawings of the objects of his investigations, but must employ some one else to do this for him.

If we simply take the ground that instruction in the elements and rudiments of Art educates and disciplines the faculties and senses of the pupil, we are thus enabled to establish its claims to a more prominent place than that usually accorded it in the common-school curriculum. It educates the powers of observation that are at the root of success in all things. It tends to establish that harmony between the head and the hand which is always a subject of admiration in human skill, and which may be so cultivated that the hand becomes, as it were, an extension of the brain. Art, in its lower forms, is the most practical of intellectual pursuits, because it is the most objective in all its processes. It deals with things as representative of thoughts,

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—which is the way of nature,—and not in abstract thoughts as the representative of things. In the processes of art one employs geometrical ideas in the concrete, and with a vivid sense of their true significance. But ask any pupil of the schools to put in practice, through sensible form, his abstract knowledge of the rules and processes of geometry, and he will likely fail. There is a gulf that still remains unbridged, in our present system of education, between the abstract and the concrete, between the theoretical and the practical.

The machine has, in some respects, had its day. Its function is to supply to the masses what hitherto the few alone could enjoy. This is its great merit. But now it is discovered that there is a large class of persons whose taste will never accept machine-made things. They require in everything with which they surround themselves some expression of human sensibility and thought. In short, they demand that things shall be beautiful as well as useful. And if we all clearly understood what the word *beautiful* signifies we would, doubtless, be of one mind in this desire—for it is the way of the Creator, "who hath made all things *beautiful* in His time." That scorn of beauty, which the practical utilitarian prides himself in manifesting, is but a gross form of ignorance. It was only the other day that the Hon. Thomas Hughes, in addressing a large audience at Cincinnati, said: "It is necessary, my friends, if society is to be raised, as we hope that it will be, that there should be a distinct acknowledgment that the cultivation of beauty is a necessity of our times for all the nations. I believe it to be," he said, "a necessity of human life."

If I make it clear that design enters into the larger part of the occupations of man, from the highest manifestations of fine art to the lower forms of manufacture and handicraft, then unquestionably I prove its usefulness and its title to a prominent place in the scheme of popular education. It should have greater prominence and a more stable place than that accorded it by the timid recognition it now receives. At the tail end of the curriculum it is tacked on as a doubtful appendage, and the time awarded instructors in this branch is but the odds and ends of unfilled moments, altogether inadequate for practical and proper results.

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But let us see how far behind the age we are in debating this subject. In France, it was long ago recognized that drawing should be taught in all the schools; and I have indicated how actively and eagerly the English are developing this branch of instruction, and with what vast results. In Germany, a similar activity is manifest. A department of the fine arts has, within a few years past, been engrafted upon the Universities of Oxford, of Cambridge, of London, of Paris, of Yale,—not to mention a large number of colleges of less prominence. The Sheffield Scientific School has for eight years past recognized the fact that even a rudimentary discipline in the elements of free-hand drawing is of value to their students, and they have regularly sent their freshman class to the Yale Art School for this instruction. With these precedents, we may safely infer that drawing has a recognized value in the plan of education adopted by leading nations and leading institutions. It has long since passed its experimental phase abroad, and why should we be slow in recognizing its value here, where, from the very nature of our industries, it is greatly needed in furthering the ends of design in manufactures and in countless occupations that engage the minds and hands of an ingenious and inventive people?

Now let me recapitulate, in brief, the advantages that may be derived from drawing as an educational discipline: It develops and concentrates the powers of observation by imitation; it exercises the analytical and synthetical faculties; it trains the hand, and renders it a skillful instrument of mind; it furnishes a means, only second to that of written or spoken language, for communicating ideas; it gives experimental or definite form to inventions and designs that cannot otherwise be placed before the eye and the mind, except in the more laborious and costly form of physical models; it tends to bridge over the gulf between the theoretical and the practical by compelling a strict subservience to truth in defining natural forms, and by making these forms conform to nature and to common sense under the tests of the sense of sight; it opens to the mind the universe of sensible appearance, to which we are often unconsciously blind; it is a means of livelihood, of intellectual recreation, and it acquaints one more intimately with the wonderful beauty

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and structure of the world in which we live. As a means of education, therefore, undeniably it has its place, and this should be accorded due prominence. Education, if it means anything, is the quickening of the powers that enable us to live,—ideally and practically, morally and mentally,—or that give us the capacity to enjoy and expand this life; and Art, even in its simplest form, tends to these ends. To bring about the desired results, by giving drawing its proper place in our common schools, the following suggestions may not be out of place: There should be general superintendents of this branch of instruction, whose experience and talents would wisely direct the simplest and best methods of discipline in the elements of design; and under them there should be, in all the schools, teachers who have received certificates from some acknowledged school of art, whose course is extended and thorough. The competition to secure these certificates, which should be limited to the needs of the schools and the state, would insure a high order of accomplishment and skill in those who received them. As it now is, there is little or no proper qualification necessary to secure a place as teacher of drawing, whereas in other studies some thoroughness of training is deemed essential. Then, again, the time allotted to this study should be adequate for attaining useful results. A merely superficial dabbling, at odd intervals, and measured by a few otherwise unoccupied moments, can avail nothing. Lastly, drawing is not fine art—requiring special talents of an exceptional and rare kind—any more than language is poetry. One of the absurd errors not infrequently met with in ordinary discussions of this subject is the confounding of the draughtsman with the artist. One may be a perfectly skilled draughtsman and yet not be an artist,—as one may have a perfect command of language and not be a poet. The teaching of drawing in the public schools should be exclusively with reference to forming draughtsmen,—to provide the pupils with a knowledge of the grammar of Art and the practice that will enable them to employ this knowledge as a language of sensible forms in the ordinary occupations of life. In whatever occupations a knowledge of form is essential, the value of good draughtsmanship is plainly recognizable.

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But, leaving these so-called practical considerations, let me offer a few suggestions with reference to the higher forms of Art-education,—the objects that engage the attention of Art-schools, in professional instruction: What is Art, in a higher sense? In its æsthetic sense, as distinguished from the practical, or utilitarian, it is simply a language of sensible forms, emotional, and designed to awaken pleasurable impressions. Its aim is poetic. Whatever is beautiful or true—for these are but interchangeable terms in Art—has that inherent quality which addresses the intelligence agreeably or happily. This is observed even in instances where the materials employed are of the most painful or tragic character—as in the "Macbeth" of Shakespeare, or in a "Crucifixion" by Rubens or Rembrandt.

There are various kinds of truths manifest in nature, and the value of these truths, personally and individually, rests upon the order of our sympathies. The anatomist formulates the knowledge of the structure and functions of all parts of the physical system of man, for instance; while the artist, or the dramatist, exhibits to the sense the form, action, and expression of which this system is susceptible under all the varying conditions of life. Harvey explains for us the wonderful phenomenon of the circulation of the blood; while Shakespeare, without this knowledge, but with an equally profound sense of the value of truths of a different order, exhibits to the mind this living organism under all the active impulses of passion and emotion. Art, in imitation of nature, exhibits to us the blush of pride or of shame, the swollen veins of passion, the blanched features of fear, the livid look of despair—all outward manifestations of that same great fact discovered by Harvey. A knowledge, therefore, of the structure and mechanism of this wonderful creation cannot reasonably be held to be of greater importance than the poetic manifestations of the emotional life it manifests. When, therefore, the artist seeks in nature the truths of form, character, and expression which are the components of the sensible appearance, and conforms to these his own creative impulses, he is occupied with that which is of no less importance—to say the least—than is the scientist who formulates the laws of structural organisms. Art, in the

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performance, is the exercise of the inventive or formative faculties of mind. It is creative. The artist employs methods of analysis and synthesis that are not exercised to a greater extent in any other study. Without venturing very far on merely metaphysical ground, we may readily see that the higher faculties are exercised and disciplined by the study of Art, and they are, by this means, developed more exactly and more usefully than by merely abstract methods. The great body of human intelligence does not reason from mere abstractions, by logical formulas; but from *things*, from experience of the sensible realities that surround us.

Ignorance of the nature of the disciplines afforded by art-practice may cause one to infer that they are little more than a kind of lawless indulgence of fancy, if, indeed, the other extreme view be not held, that it is but a training of the hand and eye. But the necessity, in Art, of a strict conformity to natural truths forces the mind into those undeviating channels through which alone flows the very essence of truth. The scientist is not more profoundly devoted to the scrutiny of the facts of nature than is the artist. The facts observed and digested by them, however, are scrutinized with distinct ends in view—one inquires for the sake of knowledge, the other for the sake of production.

The disciplines of Art, therefore, develop the higher faculties of mind, and they lift upon a higher plane the emotional experiences. The constant exercise of the inventive faculties in Art, on the basis of close observations of nature, tend to develop these faculties (contrary to purely literary traditions) in an eminently practical way. Science and the useful arts have been frequently indebted to artists for important discoveries and inventions. Without casting the eye beyond the limits of our own time and country, I may mention Robert Fulton, the inventor of the steamboat, who was a portrait-painter; Morse, the inventor of the telegraph, who was a distinguished artist and president of the National Academy of Design; and Alvan Clark, of Cambridge, who excels all the world in making telescopic lenses, who was likewise a painter. There are others I might mention, whose inventions and discoveries have been marked, though of less conspicuous value to the advancement

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of civilization. Here, therefore, within these narrow limits of time and place, without looking abroad or into the remote past, we find conspicuous examples of the effect of accurate and sustained habits of observation—of the trained senses and the trained faculties developed and acting in unison, as exercised in the practice of Art. I might add illustrations from the experience of the great Masters in Art,—Michael Angelo, Leonardo da Vinci, and others,—showing the intellectual energy with which they passed from one art to another with a quick intelligence; erecting vast structures of architectural and engineering skill, while at the same time engaged in the employment of artistic skill in poetic creations, in works of a finer art, that have commanded the unstinted praise and homage of mankind. But this may be well understood, and occasion little surprise, if we consider the fact that Art is invention, and that the creative faculties, which are the supreme faculties of mind, are engaged in every true work of art in the invention of forms, even of ideal forms, in imitation of nature and under the guidance of her laws.

SHEFFIELD SCIENTIFIC SCHOOL.

[The opportunity of securing free scholarships in this admirable institution is not even yet understood in some parts of the State. Having served as one of the appointing Board of Visitors for the last fourteen years, I have regretted to find one or two of the remote counties frequently unrepresented among the applicants. Hence the following statements from the current report of this school are commended to the attention of school visitors and through them to the young men desiring such superior opportunities as are here afforded.]

ANNOUNCEMENT IN RESPECT TO STATE STUDENTS.—The scholarships established in this school in consequence of the bestowal upon it of the Congressional grants are designed to aid young men who are in need of pecuniary assistance in fitting themselves for agricultural and mechanical pursuits of life. All applicants must be citizens of Connecticut. In case there are more applicants than vacancies, candidates will be preferred who have lost a parent in the military or naval service of

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the United States, and next to these such as are most in need of pecuniary assistance; and the appointments will be distributed as far as practicable among the several counties in proportion to their population. The appointing Board for the current year, consisting of the Board of Visitors of the State and the Secretary of the School, will meet on June 28th, 1881, and at or about the same time in the year 1882, due notice of which will be given by publication in every county of the State. All applications should be made previous to that time. Blank forms for application will be sent, when requested, by Professor GEORGE J. BRUSH, Secretary of the Appointing Board.

The State Board of Visitors, above referred to, who with the Secretary of the School constitute the Board for the appointment of State students, are the Governor and Lieutenant-Governor, the three senior State senators, and the Secretary of the State Board of Education. The following is their report.

"*To the General Assembly:*

The State Board of Visitors of the Sheffield Scientific School have the honor herewith to transmit, for the use of the Legislature, the fifteenth Annual Report of the Governing Board of that institution. Every member of the Legislature will doubtless examine the report sufficiently to learn its general import. It will be seen that the scope of the educational work which is being carried on by this school is substantially the same as for the two or three preceding years. We bear cheerful testimony to the zeal and fidelity with which the entire corps or teachers have discharged their labors. The great value of their work cannot be easily estimated. Nowhere in the State, if in the whole country, are the practical, working sciences, out of which comes the comfort, prosperity and wealth of the New England people, better taught than here.

We call attention to the Horological and Thermometric Bureaus which have been established since the last report.

The School is in a high state of prosperity; the number of students is largely increased, and there seems a greater desire to obtain the free scholarships.

Intellectual research is extending more and more into those fields where truth can be tested by ordeal. Dogmatism is falling into disfavor and the experimental sciences are becoming

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more popular. These are results which naturally flow from that condition of society in which the largest personal freedom unites with the widest liberty of opinion and the most intrepid spirit of inquiry. The Sheffield Scientific School is the outgrowth of such a condition. Its very existence proves that ours is a free government. Its growing strength and prosperity gives assurance that a free government cannot soon fail. We commend it to the favorable consideration of the General Assembly.

By order of the Board.

CHARLES B. ANDREWS, *Chairman.*"

The number of students has increased materally over that of the last year: but the future alone can decide whether this is due to accidental causes, or to the reviving interest in scientific studies which owes its origin to the reviving prosperity of the country. In the internal history of this institution there has been but little variation. The courses of instruction can undergo but little alteration, so long as their present means only are at the disposal of the Governing Board, and improvements which it is desirable to make, must be deferred to a period when the resources of the School have been increased sufficiently to justify their introduction.

It is with regret that the Governing Board are compelled to mention the loss of one of the warmest friends of the School, the Honorable Oliver F. Winchester, who died at his residence in this city, on Friday the tenth of December, 1880. The attention of Mr. Winchester was early directed to the desirability of establishing this department of Yale College on a secure basis, and as far back as 1855 he subscribed five thousand dollars towards the sum which those interested in it were then seeking to raise for its endowment. Nor did his interest so early manifested ever abate, and in recognition of this fact he was made one of the Councillors of the school upon its reorganization in 1869. More recently his regard for science and scientific instruction has been signally manifested by the large gift he made of land to the College for the purpose of founding the observatory, which has been called from his name. Though under special trustees of its own, and therefore not directly connected with the Scientific School, its aims are in many respects so alike that its development and growth must necessarily be attended with more especial benefit to this department than to most of those allied under the name of Yale College.

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WINCHESTER OBSERVATORY (HOROLOGICAL BUREAU).—The Horological Bureau continues to occupy the room in North Sheffield Hall, which it rents for a computing and clock room. This room contains, besides a Bond's Chronograph, three standard clocks of the highest grade, mounted on separate piers, in closets with non-conducting walls for protection against sudden changes of temperature. These clocks, together with another in a room near by, and the tower clock of the City Hall (connected electrically with a sounder in the clock room), are compared daily and tested for rate by observations made in the special observatory of the Bureau. From one of these—the standard mean time clock by Howard,—the exact time is regularly distributed by telegraph to various offices in the city and to the chief railroads of the State. The railroads at present thus directly served are the New York, New Haven & Hartford, the Boston & New York Air Line, the Connecticut Western, the Connecticut Valley and the Naugatuck. Other railroads obtain their time from these.

The standard of time adopted is that of the meridian of the New York City Hall, which is slow of Boston $11^m\ 46^s.3$, and of New Haven (Hor. Obs.) $4^m\ 19^s.58$, and is fast of Washington $15^m\ 10^s.5$.

The City Hall Clock (a fine one by Howard, with Denison gravity escapement and a three hundred and fifty pound mercurial two second pendulum,) is connected as above stated, with the clock room of the Bureau, and proves to be comparable for steadiness of rate with standard astronomical clocks of the first class. Its error is generally less than one second, and is not allowed to exceed two or three seconds at a maximum. Its daily variations of rate are very small fractions of a second. The *first* stroke of the bell marks the precise beginning of each hour—an allowance of course being made for the velocity of sound, of one second for every seventy rods that the observer is distant from the City Hall.

One of the three standard clocks mentioned above was presented to the Bureau early in the year by its maker, Dr. William Hillhouse of New Haven, who also gave many years ago the fine transit instrument by Troughton, now used in the Observatory of the Bureau. This clock is of the finest workmanship, has a double three-legged Denison escapement, and a mercurial compensation pendulum of the unusual weight of about sixty-five pounds. Its performance is very satisfactory, though it has not yet been fully investigated.

The testing of fine watches, both for manufacturers and individuals, under the regulations published in the last report, has been successively carried on during the year at the vaults of the New Haven Safe Deposit Company, where the time pieces are

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deposited for safe keeping, and where also there is a chronograph electrically connected with the standard mean time clock for facility in rating, as well as the hot and cold closets for testing the effects of temperature.

In May and June a systematic series of telegraphic observations was undertaken on several nights by Dr. Waldo at the Observatory of the Bureau and Professor William A. Rogers at Harvard College Observatory, for the exact determination of the difference of longitude between these points,—the observers interchanging places on half the evenings to eliminate the effects of personal equation. The Observatory is under obligations to the Director of the Observatory of Harvard College, Professor Pickering, and to the officers of the Western Union Telegraph Company, who have afforded every facility for the successful carrying out of the longitude determination.

The reduction of the observations have not yet been completed, but is well advanced.

Two students in practical astronomy have been employed in the computations and other work of the Bureau during the year.

Neither the time service nor the testing of watches has thus far proved as remunerative as the large cost to the Bureau and the acknowledged benefit of these services to the great public and private interests would lead us to expect, yet there is reason to believe that the importance of both is gradually becoming more and more appreciated, and that ultimately they will not fail of an adequate report.

The time service, especially, is of vital importance to the railroad interests of the State, and through them to the whole community, inasmuch as it promotes safety in the running of trains, and secures in all places accurate and uniform time. It is hoped, therefore, that the Legislature of the State, in view of the great public benefit of this service, will see fit to relieve the Observatory of the expense of maintaining it.

Dr. Leonard Waldo is the Astronomer in charge of the Horological Bureau, and with Mr. William Beebe as assistant, has the entire management of its affairs.

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METHOD OF TEACHING GEOGRAPHY.

The members of our Institutes and of the Normal School have expressed great interest in the geographical exercises of Miss C. E. Bush and especially in her map-drawing and "outlines." Many teachers will be glad to get these topics in a printed form. It is a great aid in any study, especially in one so full of details as geography, to have the topics arranged in a natural and logical order. Such an outline invests the study with greater interest and importance, showing what and how much it comprehends, facilitates the learning of its facts and particulars, and aids in recalling them, thus training the memory.

Classification is one of the leading laws of memory. The neglect of this fundamental principle is the source of much lack of interest in study, and of many failures in school. Too often facts and items of knowledge are given to children without system or order. The mind thus stuffed is like a furniture warehouse where are crowded together chairs, tables, bureaus, beds, bedsteads and what-nots in utter confusion. In illustration of the value of classification, an eminent mineralogist who had gathered one of the best collections of specimens in this country, said: "On my couch at night I can recall the story, the room, the alcove, the shelf and the place on the shelf of every one of the thousands of minerals in our cabinet." This statement was made with no intimation of unusual power of memory, but only to show the value of classification.

One's progress in real knowledge depends not so much on the number of isolated items he learns, however interesting each may be, as on the extent and value of their perceived relations. While the child must begin with facts and details, his interest both in nature and in study grows in proportion as he learns that all truth is related. Napoleon when questioned by one of his marshals as to the secret of his remarkable grasp of memory replied: "Have separate drawers and place each class of facts in its own drawer." Many teachers will join me in thanking Miss Bush for furnishing these outlines which are ample enough to cover the entire range of facts. In justice to

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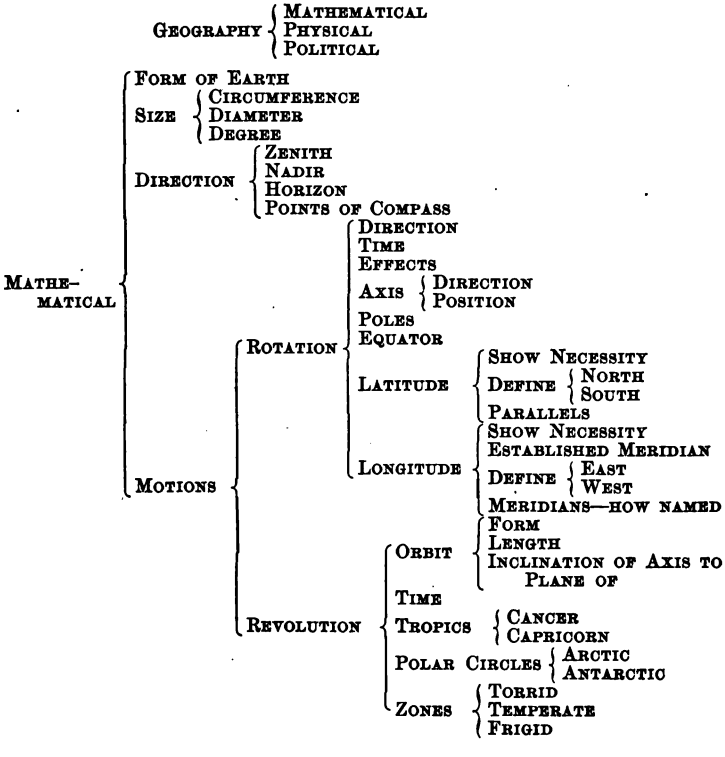
her it should be stated that the following "topical analysis" is copyrighted.

The system of Geography presented in the Normal School and the State Teachers' Institutes is arranged with special reference to meeting the difficulties arising from the diffuseness of the subject. This study embraces a range of facts so wide that no one can hope to keep it all in mind. An endeavor has therefore been made to discriminate between that which is important and that which would be almost useless even if it could be kept in the memory, and to present the former in such a manner as not only to facilitate the progress of pupils while in school, but to afford resources of information for practical life.

The following topics, designed for an intermediate course of study, are thought to cover the ground as completely as is desirable.



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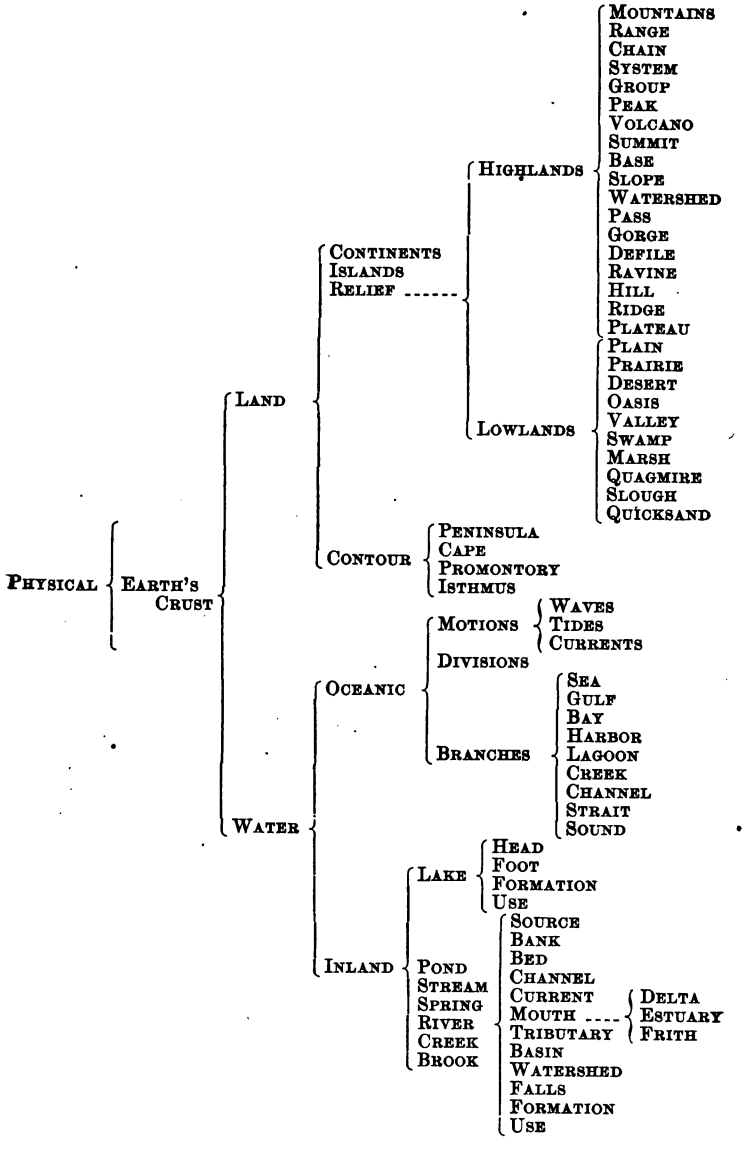

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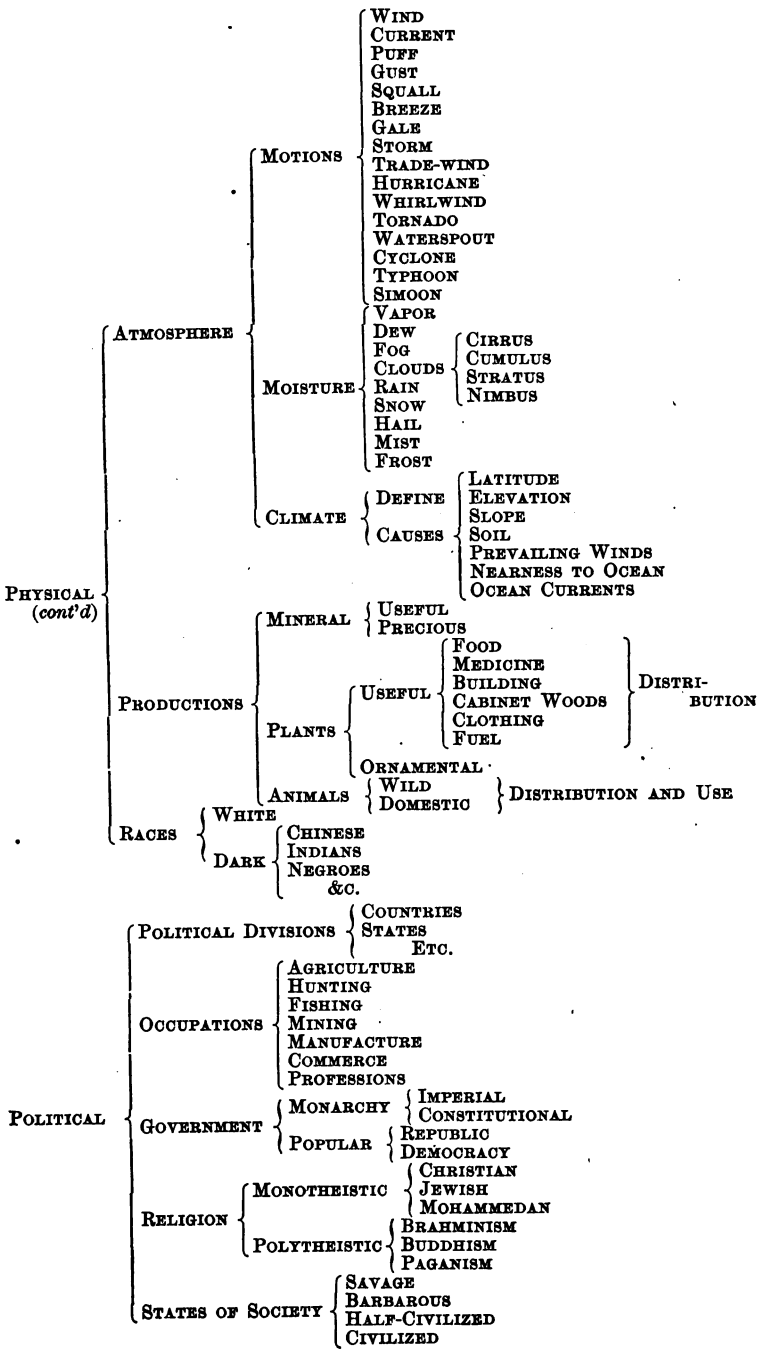

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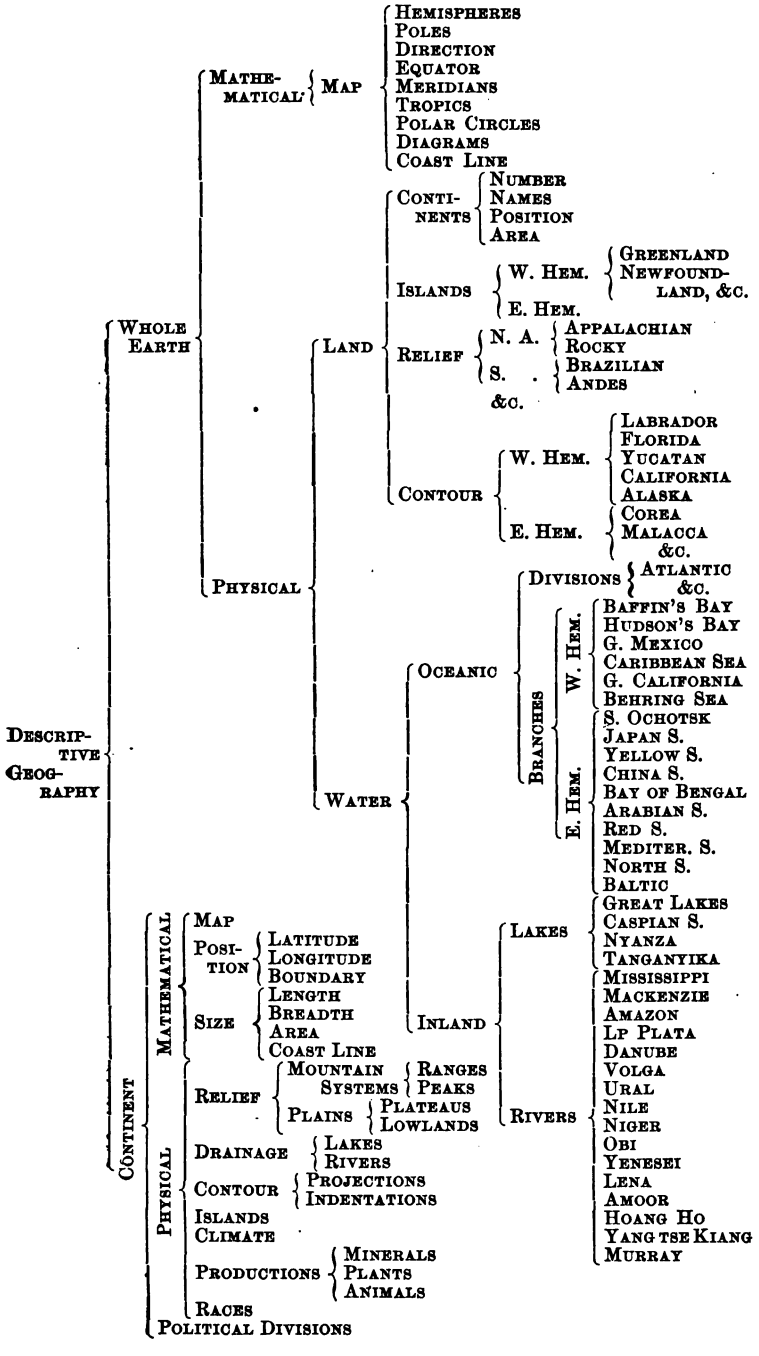

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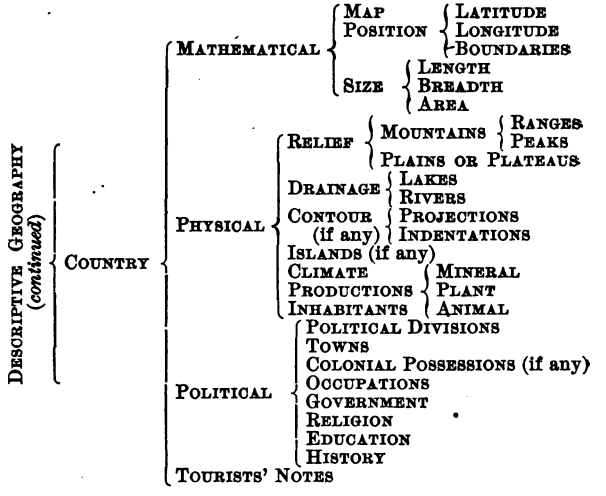

NOTE.—The lists of mountains, seas, etc., accompanying topics for the whole earth, are only suggestions of the amount of work deemed sufficient for the pupil to undertake at that point. Similar but more extended lists are provided under corresponding topics in the study of a continent or a country.

These topics are arranged for an intermediate course of study, for the reason that the great mass of pupils are in that grade. The lessons preliminary to the descriptive portions are illustrated objectively, those of the mathematical division requiring no apparatus beyond an ordinary globe and a few geometrical forms. For the physical lessons, we turn to nature as we find it all about us, taking occasional field days, and illustrating our indoor lessons by the use of the molding board, blackboard, pictures and drawings. The political lessons give scope for ethical instruction; for example, "occupations:" the dignity of being usefully employed and the desirability of making one's early study bear upon his work in life; "government:" show what would be the condition of homes, schools, and countries without it; [It is much easier to gain the consent of pupils to a rule of right when the case is abstract!] "religion:" show what effect different faiths have had upon their followers; "states of society," (which is defined as "the condition of people as regards occupations, government, religion and education"): suggest the possibility that a boy or girl may be a savage or a barbarian even in the midst of civilized surroundings. These are only hints which a teacher may readily modify or expand.

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In the study of descriptive geography it is found a very great economy of time and effort to follow the uniform arrangement of topics, any one of which can be extended according to the taste or convenience of the student. By this plan we not only obviate the necessity of printed questions for the teacher, and eliminate that hesitation on the part of the pupil which arises from not knowing "what comes next," but enable the class to use a variety of text books not only without difficulty, but with positive advantage, and also to utilize the abundant current information on geographical subjects.

As map-drawing has been thus far found to be the surest means of fixing the subject in memory, it is constantly used in the descriptive lessons. (For suggestions upon the use and scope of map-drawing, see Maury's Revised Manual of Geography.)

For primary work, selections may be made from this course of such topics as are suitable; mathematical and political geography would probably better be touched very lightly, while the physical lessons offer a good deal of material fitted to young students. In presenting geography to pupils of a higher grade, the same arrangement is followed and each topic studied with illustrations from the science to which it belongs; e. g., mathematical geography is the portal of astronomy; physical geography opens the way to the sciences of geology, navigation, meteorology, mineralogy, botany, zoology and ethnology; political geography is full of the most interesting social themes. To many pupils in common schools this study affords the only glimpse they will ever get of these grand subjects.

Besides impressing important facts about our earth as firmly as possible, earnest efforts are being made to secure the practical and ethical results which ought to follow a consideration of *the upper side* of a science so liberal as geography.

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TEACHERS' INSTITUTES.

Teachers' Institutes have been held during the year as follows. In Putnam, June 11–13; number of teachers and school officers in attendance, 210. East Stonington (Westerly), October 6–8; attendance 165. Clinton, November 4–6; attendance 155. Bristol, November 11–13; attendance 296. The State Teachers' Association held in New Haven, October 14–16, was largely attended. The Connecticut Council of Education met in New Haven, May 1st, and in Hartford, November 26–27.

Arrangements were made for several other Teachers' Institutes during the months of September, October and November, but the numerous political meetings bearing on the pending national election made it expedient to postpone them till another year. These political excitements and appointments, though embarrassing the holding of county educational conventions, did not interfere with local institutes, of which an unusual number were held, and under very encouraging circumstances. At thirty-four of these town gatherings I have been assisted by one or more practical teachers. The general aim of these meetings has been to secure greater thoroughness in teaching the common English branches and especially reading, which should be made a far more prominent study with our younger pupils. Vocal culture as a means of mental and physical training deserves greater attention. Rightly conducted, no exercises are more healthful than reading, spelling and singing. The hoarseness and harm so many experience in reading aloud come from a wrong use of the vocal organs. Hence right habits should be carefully formed at the outset.

During the year I have made seventy-two visits to fifty-four different towns, not counting forty-seven visits to Hartford and nineteen to New Britain, and given one hundred and nineteen lectures. Those assisting me at the institutes and town gatherings have given one hundred and sixty-eight lectures or exercises. Greater interest has never been manifested in our institutes and educational meetings. It was gratifying to find them attended by so many of our ablest and most experienced teachers and most progressive school officers. The towns where the sessions were held deserve much commendation for their cordial and abundant hospitality.

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TRUANTS.

The attention of school officers is called to our laws on truancy and the importance of their rigid enforcement. In some of our cities and towns, like Hartford, New Haven, and Windham (Willimantic), efficient truant officers are employed who are doing much good in this direction. Their example of fidelity and success is commended for general imitation. The mischievous tendencies of truancy need to be more generally understood to enlist the necessary efforts for its suppression. It is a fruitful source of juvenile crime. At the outset and in its mildest form, truancy creates a distaste for study, dislike of school, disregard for authority and impatience of restraint. It fosters self-will and self-indulgence and forms habits of idleness and vagrancy. The habitual truant is the incipient tramp. Three words—truancy, trampism, and the penitentiary, make up the history of many criminals. The truant not only ruins himself but his companions. The evil spreads by a kind of contagion which may become a wide-spread scourge to society. Save these juvenile delinquents and you not only prevent much moral contamination, but turn these active natures into channels of usefulness and virtue.

It is a mistake to suppose that truants are of course incorrigibly bad boys. Some of them have been more sinned against than sinning. Their waywardness is often due to their surroundings rather than innate viciousness. Orphanage, poverty, neglect, or dissolute habits of parents, may have sent them as truants and beggars into the streets. Living from hand to mouth, accustomed to "bunk out" where night overtakes them, they are likely to lose all self-respect and even the sense of shame. A due consideration of their exposures and temptations would awaken sympathy for these unfortunate children in place of the disdain with which they are often treated. The truest kindness to all such offenders is the rigid execution of the truant laws. Better let a hyena rove at large because his keeper cannot control him, than let this class continue untaught and unrestrained who will go on from bad to worse. But argument and persuasion should accompany coercion. These children need friendly counsel and faithful warning. Though

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unaccustomed to kindness such boys are often not insensible to its influence. The tones of sympathy may touch a chord that will vibrate more sweetly because of its very strangeness. In this work I bespeak the coöperation of our teachers. They know best who are the truants. Let them visit the parents and if possible secure their sympathy and aid. Let them set before the children the evils of absence and the relation of the school to their happiness and prosperity through life, and the appeal will not be made in vain. The teacher who wins the heart and reason of the straying is the most effective truant officer. Tact and kindness may conquer perverse natures. The true teacher has rare opportunities of reclaiming erring youth. But while kindness and moral suasion should be the main reliance in all efforts to reclaim truants, it is of essential service to have a positive law with its officers and sanctions to fall back upon and to add weight and authority to all personal persuasions.

TRAMPS.

In the army of tramps formerly traversing our State, but now happily driven beyond its borders or led into better business, were boys of sixteen years of age and upwards who ought to have been in school. Many of them were runaways from home. Aversion to school, impatience of parental restraint, reluctance to work, a desire to see the world, and a spirit of adventure fostered by reading bad books and papers, are with such boys the leading motives to this nomadic life. Our tramp law has been a gain to the schools, to the parents and to these fugitive boys themselves. If the truant is an incipient tramp, the latter is a full grown truant.

Lecturing in all our towns and mingling with all classes of citizens, I have ample opportunities for learning the general sentiment of the people throughout the State. There has been no law during the last fifteen years passed with so much misgiving and opposition which has met such cordial and general approval from all classes of the people. It is not at all a political question. In our country towns, its results have turned opponents to friends and it is supported alike by the leading men of both parties. The women seem to be unanimous

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and enthusiastic in its favor. It has brought again to them, even in the most isolated homes, the old feeling of security. For some years before its enactment, the dread of tramps was crushing many women under an unendurable burden of apprehension and anxiety. The farmer's wife or daughter could not feel safe in a lonely street or even alone in her own home. This "reign of terror" was tending to depreciate our remote farms and farmhouses and loosen the ties that would otherwise bind to the homestead. The possibility of their sale or abandonment was discouraging efforts for their improvement and adornment. But now cheerfulness and courage have returned to many who formerly felt defenceless whenever their husbands and fathers were in the fields.

If the law is stringent and severe, the case was aggravated and demanded heroic treatment. The objections were plausible but theoretical. If it made arbitrary and harsh action possible, I have learned of no severity in its enforcement, nor of any case in which it has oppressed or injured deserving citizens. There need be no mistake and no harshness in inflicting the threatened penalty. There is as great a difference between the tramp and a poor laborer compelled to travel on foot in quest of work, as between midnight and noon, and no officer need confound the two. Whatever might be true in monarchical governments, in our country there is every motive to fairness in the enforcement of such a law, for its execution is in the hands of officers chosen by the people and responsible to the people.

Our law is a great benefit to the tramps themselves, except the incorrigibles whom it has driven out of the State. This nomadic life was a school of crime, especially to boyish adventurers. It involved a loss of all self-respect and induced a conscious demoralization and degradation. Petty thefts and various indecencies marked their course. The burning of fences to "cook their plunder," forest fires and various incendiarisms were attributed to them. The law has not only expelled from our borders the worst of these vagabonds, but it has prevented many wayward boys from following this gypsy life. In all parts of the State substantially the same answer meets the inquirer. "Tramps once so common are now seldom

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or never seen." The saving of thousands of dollars to our towns in feeding and housing tramps is a minor matter, though by no means unimportant. In Norwich, for example, during six months prior to the enactment of this law, 1,070 tramp lodgers were provided for at the expense of the city; during the same six months the next year there were only 51 thus accommodated. This is a fair average of the general working of the law.

TEMPERANCE IN SCHOOLS.

The subject of hygiene should be taught in our schools. Every teacher should be versed in physiology and able to guard the health of pupils. In the Normal School this subject is thoroughly studied, in connection with the latest discoveries of science as to the influence of alcohol on the human system. To be prepared for giving proper lessons on this subject our teachers should master some such work as Dr. Richardson's Temperance Lesson Book, and thus be able to give oral lessons on the influence of alcohol on the vessels of the brain, lungs, heart, liver, kidneys and stomach. Our children should early learn that alcohol is a great reducer of the power of life, and a direct poison to the minute blood vessels of the entire system, and that it satisfies no natural appetite, but creates and intensifies an unnatural thirst which often completely enslaves its victim.

In the healthy subject, alcohol is at best useless and usually directly harmful. Among the many diseases caused by alcohol are those affecting the brain and nervous system, the lungs, heart, blood, stomach, bowels, liver, muscles, and the membranes of the body. In illustration of this subject I condense the following from Dr. Richardson's Lesson Book: "In the blood there float millions of minute microscopic bodies called red blood-globules, or blood corpuscles. There is also distributed through the blood a jelly-like substance called fibrine. When alcohol enters the body by any channel, it finds its way into the blood and is thus carried through the entire system. The parts of the blood on which the alcohol acts injuriously are the corpuscles and the fibrine. The corpuscles are thus made to

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shrink and adhere together in masses, and are obstructed in their circulation through the minute or hair-like vessels of the body leading to local congestion of blood. The fibrine is coagulated and sometimes solidified into little clots in the blood vessels.

In a healthy adult the heart beats on an average seventy-three times a minute. Seventy-three strokes a minute represents 4,380 strokes an hour and 105,120 strokes in the twenty-four hours. But the heart beats slower when the body is lying down, and we may fairly take off 5,120 strokes, and say that the number of beats of the heart each twenty-four hours is 100,000. Thus over five thousand ounces of blood are pumped over the body by the heart in twenty-four hours. This is equal to the work of raising a weight of over 115 tons one foot. But when one takes alcohol into his blood, the beats of the heart are quickened in proportion to the amount taken. If four fluid ounces of alcohol were taken in the twenty-four hours, the number of pulse beats would be increased in that time from 100,000 to 112,226, or over 509 extra strokes an hour, and over eight strokes a minute beyond the natural number. If six ounces of alcohol were taken, the heart beats would be increased to 117,000 or 724 extra strokes per hour, or 12 per minute beyond the natural number. If eight fluid ounces of alcohol were taken in the twenty-four hours, the number of beats would be increased in that time from 100,000 to over 124,000. That is to say, over 24,000 would be delivered in the twenty-four hours; or over 1,000 per hour, or nearly 17 per minute beyond what is natural." The above indicates the kind of information suited for use in school which teachers may procure from this volume.

On the first day of January, 1881, the Waterbury Women's Christian Temperance Union presented to the State Normal School fifty copies each of Dr. Richardson's Temperance Lesson Book and Miss Julia Coleman's "Alcohol and Hygiene," and also about thirty other well selected standard works on temperance. The members of the school will best express their appreciation of this welcome New-Years remembrance by the diligent study of these volumes.

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NORMAL SCHOOL.

The need of a new building for the Normal School has long been felt by all familiar with its wants and work. The school itself is one of the best in the country, while the building is one of the poorest now in use by any similar institution in the northern States. The following report of the Normal School Commission to the General Assembly well sets forth the facts in the case.

The undersigned committee appointed by His Excellency the Governor, in pursuance of a resolution passed by the General Assembly, at the January Session, 1880, entitled "A resolution appointing a commission relating to State Normal School," "whose duty it shall be to investigate the necessity for the erection of a new building for the use of the State Normal School," and "if said commission shall find the same necessary, then to report upon the location and plans for such building," respectfully report that we have made the investigation required by said resolution, and herewith submit our conclusions, with a brief statement of the reasons which have influenced us in arriving at them.

The State Normal School was established in the year 1849. From that time, or about that time, to the present—a period of thirty years—it has occupied the same building now used for the school. This building was not originally designed for the Normal School, but was erected by the town of Berlin, in what was then the Society of New Britain, for a town hall. For the latter purpose it would doubtless have been permanently used but for a desire on the part of many public spirited citizens of New Britain to foster the project for a State Normal School. To accomplish the latter purpose a corporation, called the "New Britain Educational Fund Company," was formed, which purchased the Town Hall, altered, and somewhat enlarged it, and then donated the use of the building, with the lot upon which it stood, to the State of Connecticut. The gift was, however, subject to forfeiture to the donors—the Educational Fund Company—if the Normal School should either be discontinued or removed from New Britain. Al-

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though subject to this condition, the gift was deemed a munificent one at the time; the forfeiture clause being looked upon as a reasonable and proper provision for securing the permanent location of the School in the town of the donors. As we have said, the Normal School has ever since been maintained in this building; and we may add that it has always deserved, and more and more secured, the confidence and support of the people of the State. At the present time, under conditions more favorable (aside from the building) than ever before, it is in a condition of assured prosperity and efficiency, affording abundant promise of future usefulness in a department most essential to the welfare of the State.

Under these circumstances the question whether the State has provided suitable building for the use of the School becomes a most important one. So regarding it, we have conducted our investigation with some pains-taking, and have come unhesitatingly to the conclusion that the State of Connecticut needs a new building for the use of her Normal School. Without undertaking to say what accommodations are requisite for a properly equipped institution for the education of teachers, it is easy to see that in many respects universally regarded as essential, the present building is very deficient.

We may mention a few respects in which this deficiency is apparent, not intending, however, to refer to all of them. The room in which the students assemble for study, and for the general exercises of the school, is much too small. The seats and desks necessary to accommodate the present number of students have to be placed too closely together, and there is every indication that in the near future (as at times in the past), they cannot all be seated by even that expedient. The recitation rooms are, with one exception, too small, and are but poorly adapted to the purposes they are made to subserve. There are no suitable rooms for the library, the philosophical apparatus, or the chemical laboratory. The same is true as to accommodations for the natural history cabinets. The whole building is ill-ventilated, depending upon the windows to secure a sufficient circulation of air. It is out of repair and could only be put in repair by an amount of expenditure which we could not recommend. Besides, we do not think it sound

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policy for the State to expend a large sum of money upon property which is subject to forfeiture. And back of all other objections is the fact that the arrangement of the whole building is unsuited to the needs of a modern Normal School. We are not unmindful of the past usefulness of the present building, nor of the fact that its acquisition was regarded as a great achievement thirty years ago. But thirty years have wrought wonderful changes in all that relates to Normal Schools. Then there were, as we are informed, but four Normal Schools in this country besides our own. Now there are nearly one hundred supported by public funds. Massachusetts has six, besides the Boston Normal School; New York has eight besides the Normal College at New York City; Rhode Island has one which she fosters with zealous care. And this increase in numbers has been accompanied with very great improvement in every department in efficiency and usefulness. We hardly need to add that there has been elsewhere, and should be here, a corresponding improvement in the accommodations provided for them. We have tried to look at this subject in its broadest bearings, as well as in those more immediately connected with the *school itself*, and we cannot resist the conclusion that Connecticut does imperatively need a new building for her State Normal School.

As to location,—New Britain is centrally located, easily accessible, and friendly to the school. We have heard no serious claim that the school should be removed. As we have shown, it cannot be established elsewhere without liability to forfeiture. Nor should the past liberality of New Britain be forgotten. We see no reason why the school should be removed from that thriving community. We assume that the town of New Britain will be ready to contribute a sum satisfactory, in the opinion of the General Assembly, toward the cost of the new building and site. In that case we should recommend that the State release its interest in the present lands and buildings to the town of New Britain.

We have thought it best to make no report upon the subject of plans, believing that, if a new building is erected, the plans can better be prepared and adopted in connection therewith. We would suggest that they might be prepared (subject to the

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approval of the State Board of Education), by any committee or commission appointed to superintend the erection of a new building, if the General Assembly should act upon the views which we have the honor to present.

Respectfully submitted,

JAMES E. ENGLISH,
WILLIAM A. COLLINS,
CHARLES E. MITCHELL.

HARTFORD, CONN., February 8, 1881.

BLACKBOARDS.

Blackboards should surround every school-room, excepting only the space occupied by windows and doors. Our best school-houses are supplied on this plan. Much as has lately been done in increasing the extent of blackboard surface, there remains a considerable number of old houses with meager accommodations in this respect. The blackboard is the cheapest, the most useful and by all competent teachers, the most used of all school apparatus. In answer to a call for "mural maps" from a district with only one small blackboard, I replied: "Valuable as wall maps are, don't think of them, while the pupils are deprived of the far more essential aid of blackboards." They are specially needed in "the primaries," in taking the first steps in reading and spelling, in training the eye in measures both linear and superficial, in language lessons and in drawing.

The plan of accompanying verbal descriptions with simultaneous outline drawing in geography, natural history and other studies, develops a power of great importance. The forms are presented vividly to the eye while the corresponding ideas are conveyed to the mind through the medium of language. Each process, instead of confusing, only aids the other. Skill in drawing is of great importance in all pursuits dealing with material forms, and to the highest skill and success in most of the trades, it is indispensable. It is useful to the architect, master builder, carpenter, mason, machinist and every mechanic, in drafting plans, making contracts and calcu-

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lating cost of construction. No skillful craftsman can afford to be ignorant of this art. The pattern rooms in our machine shops and foundries, in print and carpet factories, in jewelry and plate works and many other manufactories suggest the varied uses to which the competent draftsman applies his skill.

These practical uses of drawing, map-drawing and other blackboard exercises, however valuable, are of minor importance compared with its influence in educating the mind. Drawing facilitates the art of writing. The two are intimately connected, exercising the same mental faculties and the same bodily muscles, giving that training to the eye and the hand upon which good writing depends. Drawing trains the perceptive powers and favors habits of accurate observation, disciplines the memory and quickens the imagination and power of invention.

Greater care is required to prevent needless and noxious dust in the use of blackboards. I find some schools constantly living in a cloud of pulverized crayon, which must be injurious to the lungs. The chalk troughs and erasers should be daily cleaned *out of school hours*, and the latter out of doors. The use of the new improved slate surface greatly lessens this difficulty. In order to facilitate the introduction of the best blackboards in our schools at the lowest price, the "New Haven Blackboard slating" described below, will be furnished at cost, at the office of the State Board of Education. Whatever is procured for schools at this office, whether dictionaries or maps or apparatus, is sold at the lowest wholesale rates, and without any profit to any one connected with the office. I commend to school committees the following statement furnished by Mr. Ariel Parish, Superintendent of the Schools of New Haven.

The great importance of superior Blackboard surface in school work, induces me to make the following statement. During the last twenty years in which I was engaged in teaching, and during the past fifteen years of service in the supervision of the public schools of New Haven, one essential desideratum of the school room has been the object of my search, i. e., a blackboard that should combine all desirable qualities for school use, easily made, at a reasonable cost. During the

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time I have been in New Haven, one of our Janitors, a man of considerable ingenuity, has made the composition of blackboard material his constant study, and has tested his experiments at every step by daily use in the schools in this city. His success has been very satisfactory wherever his composition has been used.

When the new High School Building was erected, in 1871, the Board of Education charged me with the duty of procuring the best blackboard that could be obtained. Our Janitor had not then made a complete success in his experiments. I explored the market,—sought the best article to be found in New York, Boston and elsewhere, without satisfactory results. In my search I found a composition, to be laid on with a trowel, which came nearer my ideal of what a blackboard should be than anything I had discovered, and decided at once to adopt it for our High School. Nine years, that board has been in constant use, has proved entirely satisfactory, and has been pronounced a very superior article.

During the past year, by a fortunate concurrence of circumstances, the skill of the two,—our Janitor and the inventor of the cement blackboard, or trowel coating,—has been combined, with a result more satisfactory than the work of either alone; so that a very superior article is prepared, either in the liquid form, which can easily be applied with the brush, or the cement, to be laid with the trowel, as may be preferred by the purchaser. School Committees, Superintendents, Teachers and others, having occasion to supply their schools with new blackboards, or renew old ones, will find in the "New Haven blackboard," a superior article, at a moderate cost.

"THE NEW HAVEN BLACKBOARD," perfected by careful study and subjected to severe tests in the school-room, through all the experiments by which it has been brought to its present degree of excellence, is now offered to those desiring blackboards, with the confident belief that it is superior to any manufactured in this country.

Qualities of the New Haven Blackboard Slating.—1. It has much greater solidity of body than any slating in use. 2. It does not flake, nor peal off from a proper foundation. 3. It is not easily marred. 4. It is smooth, without being

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slippery, or glazed. 5. It does not reflect light. 6. Its color is uniform—black or green. 7. It is water-proof; not impaired by washing with a wet sponge. 8. Chalk marks are easily erased, after a little use. 9. Its improved surface lessens the crayon dust.

WORDS OF THE GOVERNOR.

The part of the Governor's message referring to education is usually given in our report. The following is the portion of Governor Bigelow's message which relates to Common Schools and to the question of a State Survey which is so far educational as to claim a place in this connection.

The second largest item of expenditure upon the civil list accounts is that of Common Schools. It is exceeded only by the sum that the people pay for the support of their judiciary system. The results of this large expenditure have for many years been most gratifying, and the Reports of the State Board of Education and of their Secretary show the continued efficiency and thoroughness of our system of free popular education. In respect to this department of public interests you will not be called upon for any but the usual legislation, except perhaps in matters of detail. It is worthy of remark that in our State there is experienced none of the bitter and ignorant opposition to the enforcement of the compulsory attendance laws that has been met with in some neighboring States. The law has this year been more efficiently and perfectly enforced than ever before and there is not the report of a lisp of complaint. This shows not only the temper of our people toward education, but also that there does not exist with us that necessity for the earnings of children of school age which supports the defiance of similar laws in other communities.

Closely connected with the matter of education is a movement for Rural Improvement which has been begun in this State, and which has, under individual and private encouragement, attained considerable importance, and is worthy of all support. It is the endeavor by local associations to beautify

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in all reasonable, simple, and inexpensive ways our smaller towns and villages. This is not a subject which will come before you in your legislative capacity, but I desire to allude to it in appreciation of what has been done and to express a sense of the value which such a movement has. It tends most directly to the cheerful, intelligent, and enduring happiness of our people that their surroundings should be such as to attach them to their homes and to the communities in which those homes are placed. It also makes our towns attractive places in which strangers may settle, and renders the remembrance of them the pleasanter to the large number of guests which our shore towns in particular are called upon every summer to entertain. This movement owes its beginning and its progress to the efforts of the present Secretary of the State Board of Education.

Several of my predecessors have called the attention of the General Assembly, in different years, to the subject of an official survey of the State. It is the fact that the only considerable portion of the State which is accurately mapped is the coast line, and this has been done by the Federal Government in its coast survey. No trustworthy map of the interior of the State exists. In such as have been made—and all that have been made have been private enterprises, with a commercial end in view—the positions of towns and villages, of natural features like streams and hills, and the courses of roads and railways, have been sometimes miles out of the way, and have never been without serious inaccuracies. I most earnestly urge you, now that the question of our boundaries is in a way to be definitively settled, to take measures for a State survey that shall at least give us a proper representation of our State domain. It will be a wise expenditure of money, for which those who come after us, as well as this generation, will be thankful.

NON-ATTENDANCE.

Mr. Potter has continued his efficient service in securing the observance of the law in regard to school attendance, visiting delinquent parents as well as employers. During the year he

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has been employed one hundred and sixty-four days, and been paid for his services $820, and for his expenses $571.45, total, $1,591.45.

In order to secure the continued coöperation of all parties concerned in this matter, the following circular, sent some months since to school visitors and employers over the signature of Governor Andrews and the Secretary, is reprinted.

The State Board of Education respectfully invite the coöperation of all parents and school officers in their efforts to promote the observance of the law for the prevention of truancy and illiteracy. The gain in school attendance since the adoption of our compulsory law shows the wisdom and value of the enactment. This law has met the sanction of the people, irrespective of party or sect. The Labor Unions, convinced that it is specially fitted to promote the interests of the working classes, have repeatedly passed resolutions in favor of its rigid enforcement. Many poor parents have learned that their ignorance is one cause of their poverty, and that, as education is essential to thrift and prosperity, ignorance should not be allowed to perpetuate indigence. We use the right to enforce mainly as an argument to persuade—an authoritative appeal to parental pride and foresight. We so press the advantages of education that attendance may be held a privilege rather than a legal necessity.

But when reason and persuasion fail, coercion stands in their stead. The law protects helpless childhood whose rights are sacred. It recognizes the claims of the humblest child to an education, as that which the State cannot neglect without detriment to itself and harm to a human soul. Not even by omission may the State doom a single child to ignorance and its manifold evils. The temporary hardships to families by loss of children's wages occasionally incident to the observance of this law, will be counterbalanced a thousand fold by the permanent benefits of both parents and children, while its neglect would inflict lasting evil upon them and the whole community.

Attendance upon an evening school merely, or irregular instruction at home does not meet the demands of the law, which requires that such instruction be regularly and thoroughly given.

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Our law in regard to non-attendance applies not to manufacturers only, but to merchants, mechanics, farmers and all employers of children. The manufacturers as a rule cheerfully comply with the law. There is need of watchfulness in reference to the larger number who each employ one or more children in shops, or stores, on the farm or in the family. All persons who know of any instance of the employment of children under fourteen years of age, who have not attended school the time required by law, are requested to send information of such fact to this office, giving the names and location of the employers of the children and the parents. A journey to the remotest part of the State will be amply compensated, if thereby a single child can be brought to school.

SCHOOLS AND PATRIOTISM.

Our schools should foster lofty ideals of country and humanity. Sentiments of patriotism and piety should be taught to our youth, for here all parties and sects stand on common ground. The Centennial Celebration to occur next September in Groton, in which both the State and Nation unite, invites and facilitates the study of our revolutionary history during the present year. Early in the summer I propose to send a brief sketch of the Groton Conflict to the teachers of the State. During the current year the events of this portion of our struggle for independence will be prominent topics of conversation as well as of discussion in all Connecticut journals. Our teachers should take advantage of this opportune period for oral lessons on the character and achievements of the founders of the republic. Such lessons may invite a historic spirit and develop a fondness for reading, and that too of books of sterling worth.

Nearly every year some new soldiers' monument is erected in our towns. Wherever I can aid in this work, I will, as hitherto, lecture gratuitously, all the avails of such lecture to go to the treasury of the monument association. Such soldiers' monuments teach lessons of loyalty, self-sacrifice and devotion to duty. We benefit ourselves and our children by

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thus honoring those who, moved by an irresistible impluse, bravely hastened to the defense of their country. Well would it be, if in every town of Connecticut, a fitting monument should show that the memory of our brave soldiers is most sacredly cherished. Perhaps I cannot help forward this good movement better than by printing, in advocacy of such monuments in other towns, an address given at the unveiling of the beautiful soldiers' monument in Southington, August 18, 1880.

I welcome the completion of this monument in the interest of *education*, and I should rejoice to see such a practical teacher of patriotism in every town in our state. It will lead the youth of Southington in all coming generations to inquire into its purpose and significance and study the annals of the war. Indeed all American history will here find a persuasive advocacy. Such a representation of that fearful conflict will tend to ennoble any community. If "beauty is truth and truth beauty," a monument at once so simple and beautiful will foster a refined taste and favor the appreciation of "the true and the good." When art thus immortalizes the brave defenders of our institutions, it serves its highest mission in quickening the inspirations and patriotism of the young. In Europe each nation enshrines its *great commanders* in marble or bronze, but numerous as are such statutes, it is comparatively rare that monuments are erected in honor of the common soldier. Hence, when questioned as to the difference between the institutions of the old world and those of America, Professor Agassiz once said, "In Europe everything is done to maintain the rights and honor of the few; in America everything is done to make a man of him who has any elements of manhood in him."

All who have aided in the erection of this monument will have the pleasant consciousness of contributing to a worthy achievement, for it will ever be an ornament and attraction to this already beautiful village and be constantly inviting other improvements. I am delighted to-day to see the many extensive improvements initiated since my lecture here last May. It will add to the honor and reputation of Southington and foster a growing public spirit and a just town pride. It always

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benefits a town, as well as an individual, to pay a debt of honor. Not the exaction of law, but the nobler sentiments of this community prompted the conviction that such a monument was due to your brave fellow-citizens who gave their lives for you and for the country, and who deserve for the sake of the living to be thus held up for honor and imitation. Our late war, whose fallen heroes we this day commemorate, was a grand school for the nation. Its lessons will never be forgotten. This monument, as a sleepless sentinel, will guard them for all coming time.

Though called the American Union, there existed widely in our country, long before the war, a disunion of feeling, and a desire for disunion in fact. We were sadly wanting in the sentiment of nationality, without even one name as a rallying spell to patriotism. What power to a chivalrous people in that one name, France. Never did seven words so thrill an assembled host as when Napoleon said to his army standing under the shadow of the pyramids, "Frenchmen, forty generations look down upon you." What a magic spell in the one name, when on the eve of battle, the watchword is given, "*England* expects every man to do his duty." What a symbol of paternal regard is dear old fatherland to all Germans. "Italia una" was the rallying cry that inspired a long-oppressed people under Garibaldi and Victor Immanuel. Notwithstanding ages of tyranny, a common name and a glorious history fostered a strong feeling of nationality. The teachings of the schools, the pulpit and the press combined to inculcate national pride and spirit. But such identity of race and history, of language and literature, of interest and religion have not hitherto bound the American people together in the strong ties of a conscious brotherhood. Diversity of origin has hindered community of feeling, for we were the overflowings of all polyglot Europe, to say nothing of Asia and Africa, cherishing severally their own national attachments, separated by rival policies and antagonistic institutions in the north and the south. We were an aggregation of incoherent elements, rather than a vital organism into which all parts and states are blended as living and harmonious forces. But the late war is the fiery furnace which is to fuse these heterogeneous elements

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into one mass. The exertions of the Trumbull Post of the Grand Army of the Republic to erect this monument show what strong ties bind together those who fought side by side to maintain our government. This baptism of blood will yet fraternize the whole people north and south. The precious sacrifices so freely made will be a lasting bond of union. Already the wisest men of the South admit that their defeat in war is to be their lasting gain in peace. That sentiment will ultimately pervade the South as widely as it now characterizes the North. The war that prompted such multitudes to suffer and die for the country has already developed anew the sentiment of patriotism. This monument, in honor of their heroism, will inspire coming generations with a more fervent love of country.

The war has elevated our ideas of the sacredness of law, invested government with higher sanction, and tested and proved the power and benignity of free institutions in war as well as in peace, and won for us the respect and admiration of the world. It has led to the more general recognition of God as our hope and deliverer and of Christianity as the germ of our civilization, originating our intellectual life, forming, and still more to form and permeate our institutions, deepening the sense of justice and of a universal brotherhood. This grand conception of one great brotherhood of all men was an inspiration in the army and is to be a growing power through the coming ages. It is already the basis of equality and liberty wherever they yet prevail—not liberty, equality and fraternity as infidel France once madly dreamed and inscribed on all her public buildings, but by God's appointment, fraternity first, and then and therefore liberty and equality, an idea which though opposed by oligarchs in every age, is steadily gaining ground and is sure to be acknowledged by the world. Christianity has enriched our language with the word mankind, a word that the Greeks with all their culture never knew, much as they talked and wrote of various nations and barbarians, never dreaming of the *brotherhood* of humanity, all originally equally near and dear to the great Father of all who is no respecter of persons.

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COURSE OF STUDY IN HISTORY.

The importance of giving greater prominence to the study of History has been often urged in my reports and in our educational meetings. I cannot now better further this object than by quoting the following paper by W. T. Harris, so long the able and successful Superintendent of Schools of St. Louis. Mr. Harris is a native of Connecticut, and expresses still a deep interest in the progress and improvement of our schools. This syllabus has been fully tested in the schools of St. Louis. Indolent and incompetent school-keepers cannot appreciate it, and will not use it. But I invite all earnest teachers in the primaries and lower grades to prepare themselves to give oral lessons at least one hour every week on the plan here suggested.

History has its side of immediate interest to the child, in the form of tales and stories. For the first years of the child these take the form of mere skeleton types or outlines of historical deeds and events. Such types or outlines are the nursery tales, and the latter fairy stories and romances.

What man can do or perform as a single individual is a very trivial affair compared with what he can do as a social whole—an army, a nation, or the human race. But history relates chiefly to what is accomplished as social or political organisms, and hence its deeds are too great and too complex to be seized and comprehended by the child when told in simple prose.

Hence it is that the *muse of history* has wrapped up in a garb of symbol the contents of human deeds as social, national, or universal, and served them up to him in the form of types. He finds it marvellously interesting to listen to the exploits of Jack the Giant-Killer, feeling within his deepest instincts the possibility of some such realities for himself. The social whole—the State, the Church, the corporation, the army, the institution of whatever kind—all these are only different forms of existence of man's *self;* they are his greater selves, which unfold one by one from him as he lives through time, and combines with his fellow-men to form these institutions.

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In *the family* each one reaps the collective nurture of all: the child has his feeble strength and his inexperience reinforced by the mature strength and wisdom of his parents and elders; wavering old age finds its auxiliary in youth. The inequalities of health, age, sex and disposition are thus complemented and rendered innocuous.

In *the State*, each citizen is protected in his lawful vocation by the solid force of the entire nation. Looked at as thus reinforced by institutions, the individual before our eyes grows in size and power until we see him as a giant, or as a magician, possessed of superhuman strength, shoes of swiftness, and omniscient intellect. The ability to see man's greater selves, as embodied in institutions, is a faculty of the mind which has been called *insight*.

But how shall the child grow into this "insight?" The poetic faculty of man gives him the power to see these great realities of human life in a symbolic form. How can we pass over to the prose reality, so that we shall lose nothing of the gigantic greatness of the combinations, and yet be able to seize the events in their complex of details?

The answer to these questions, if developed as *a course of study* in history, will contain within it a discipline into the method of thinking the deeds of man in their relations to his institutions, not as causes simply, nor as effects simply, but as in reciprocal action—as producers and produced. If such a course of study can be formed, it will do much to aid those disciplines of the school which relate to the development of the pupil's directive power over man.

While mathematics and the natural sciences endow the scholar with directive power over matter, and enable him to combine things and forces, on the other hand, the studies of language, literature and history endow him with insight into human nature, and make clear to him the means by which the combination of man with man takes place, and those "giant selves" called *institutions* arise. The following *syllabus* is prepared with these ends in view, for use in the St. Louis public schools.

The time to be devoted to these history-lessons is the same in amount as the time devoted to natural science; and as the

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latter is assigned to Wednesday afternoon, it has been thought best to assign the history lessons to Friday afternoon.

First year or grade.—Oral geography does not commence in this grade until the close of the second quarter, and for the balance of the year or grade it is confined to place, direction, familiar localities, relative size, distance, and the methods of representing them on the map. On account of the deficiencies of geographical knowledge in this grade, the history lessons must not go outside of biography, nor into such details of biography as cannot be illustrated from the localities which have been used as topics in the oral geography lesson. Hence it is best for the teacher to collect *a series of anecdotes* regarding distinguished men of history—anecdotes that are characteristic of the life and habits of those men, and which at the same time convey some useful lesson to the pupil. Such anecdotes, for example, should contain enough of the extraordinary or adventurous, to make them interesting to children, and should bring into bold relief some moral attribute—say heroism, patriotism, self-control, kindness or generosity, considerateness, prudence, obedience to one's duty to parents or superiors, courtesy, self-denial, love for knowledge, willingness to serve others even at the sacrifice of one's own happiness, etc., etc. These stories may more naturally relate to the great men of one's own country; next, to those of Great Britain and Ireland; then to France and Germany; then to Greece and Rome. *The Old Testament* furnishes many typical stories illustrative of human life and conduct which will serve the purpose here.

List of biographical personages suggested for characteristic anecdotes:

Washington, Putnam, King Phillip, John Smith, William Penn, Queen Elizabeth, Miles Standish, Francis Drake, Henry Hudson, Samuel Adams, Franklin, Patrick Henry, Lord Cornwallis, General Wolfe, Jefferson, Nathaniel Green, Lafayette, Paul Jones, Lord Delaware, Oliver Cromwell, Charles I (of England), Cortez, Pizarro, Montezuma, Stuyvesant, John Adams, Robert Fulton, Andrew Jackson, Zachary Taylor, Francis Marion, Thomas H. Benton, William Pitt.

Second year or grade.—(In the second year, oral geography takes up familiar towns and places; mountains, plains and

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rivers; divisions of water and land; shape of the earth and principal political divisions of America and Europe.) The history course may begin to deal with great movements, which involve adventure and national significance. Care must be taken, however, not to run into minutiæ, so to cause the pupils to lose their hold on the grand purpose of the event. All subtle reflections should be avoided.

List of topics.—First quarter. Columbus and his voyages and discoveries; interesting incidents and circumstances of his early life, and his subsequent career in search of help for his great expedition; the treatment he received after his discoveries; describe and illustrate the appearance of the Indians whom he found; also the animals and plants, and meterological phenomena, so far as can be made interesting. *Second quarter:* Cortez, Pizarro, De Soto, Balboa, Magellan, or any others among the discoverers, devoting one or more lessons to each, or treating of two or more discoveries in the same lesson, the tact of the teacher and her means of illustration determining her course. *Third quarter:* Settlement of colonies along the Atlantic coast, treating especially of Virginia, Massachusetts, Connecticut, New York and Pennsylvania, and as many others as the teacher can make interesting. *Fourth quarter:* Indian wars (e. g., King Phillip's); habits of Indians and their appearance; anecdotes of the French and Indian war; story of Washington's journey to the Ohio, etc.; some account of the Revolution, such as involved in the story of the Boston Tea Party, battles of Lexington and Bunker Hill, Lafayette (and aid from France), surrenders of Burgoyne and Lord Cornwallis, hardships of American army at Valley Forge, etc.

Third year or grade.—(Geography has now progressed so far as to give the pupil some knowledge of the various technichal terms used in geography, and of the description of the outlines of the eastern and western hemispheres, the oceans, and a more particular knowledge of the United States and other divisions of North America.) In this grade it is proposed to take up the so-called wonders of the world, so far as they relate to the works of man. *First quarter:* The Pyramids (included in the "seven wonders of the world"), size and appearance illustrated by drawings on the blackboard, with other well-

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known buildings (e. g., the school-house) drawn near, for the sake of comparison; something about the Egyptians—their mummies, their grain raising, and the peculiarities of the Nile; the Sphinx; the canal that now connects the Mediterranean and Red Seas, and the other canals built long ago by Rameses II and by Ptolemy. *Second quarter:* The Colossus at Rhodes, and its suggestions as to commerce and the civilization of that time—the size of their vessels, whence they came, and whither they departed, and what they carried; the hanging gardens of Babylon; the Pharos of Alexandria; our "Eads" bridge across the Mississippi; the great suspension bridges at Niagara, at Brooklyn and Cincinnati,—comparison made as to size, purpose, etc. *Third quarter:* The great buildings of ancient and modern times—comparative size (height and ground plan) illustrated on the black-board, and by such pictures and engravings as can be obtained; the temple of Diana at Ephesus, Mausoleum of Halicarnassus, the Pantheon at Rome, the Coliseum, the Parthenon (compared with Girard College of Philadelphia), St. Peter's Church at Rome, St. Paul's Church of London, the Cologne Cathedral, the Capitol at Washington, the Centennial building, Bunker Hill monument, etc. *Fourth quarter:* The famous roads out of Rome, Appian and Flemінian ways, and others; the significance of road building as a means of security for the government, besides its use in exchanging productions and in social intercourse—compare those roads with modern railroads; the system of aqueducts of Rome compared with the water works of St. Louis, Chicago, New York and Boston; the national walls built for defence and protected by towers, and with a highway for easy communication on the inside—the Chinese wall, Hadrian's wall in the North of England, between the Solway and the Tyne, and his wall connecting the Rhine and the Danube; the wall of Antonius in Scotland—compared with the modern chains of forts along rivers or the sea coast.

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PROGRESS.

A striking illustration of the advance of popular interest in Public Schools in Connecticut is found in the *unanimous* action of both the Senate and House of Representatives in appropriating $75,000 for a new Normal School Building on the condition that New Britain shall add thereto $25,000, thus securing the present building for city purposes. The great change of public sentiment indicated by the unanimity of the legislation which thus provides $100,000 for a new building can be duly appreciated only by those who remember the early struggles of the Normal School for a bare existence, the meager appropriation made each year with much opposition, the entire suspension of the School in 1867, and the difficulties and prejudices encountered at its reöpening two years later and the earnest efforts for its abolition made in three subsequent sessions of the Legislature. Since its reëstablishment the School has been steadily growing in public favor. It is found to be doing an essential work in the training of teachers. Those who visit the school enough to become familiar with its methods are emphatic in its praise. Its results commend it. The best proof of its usefulness is found in the character and services of its graduates. The mere diploma of no institution, whether Medical, Law, Theological or Normal can always be a pledge of success. For no professional school can create talent, or warrant exemption from failures. But the proportion of failures chargeable to the Normal School is certainly as small as that belonging to other professional schools.

The citizens of New Britain have shown great interest in the school, opening their choicest homes to its members, and their churches for its public exercises. The liberality and kindness of the people of New Britain have been so marked and manifested in so many ways as to favor its claims for the continuance of the school in that city. Hence no effort was made or suggested to change its location to any other town. The attention of candidates for teaching in all parts of the State is called to the rich opportunities here afforded for studying the art of teaching. With the growing appreciation of the school and the opening of the new building, it is believed there will be a large increase in its attendance and usefulness.

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THE RELATIVE WEALTH OF THE TOWNS.

The report of 1871 contained, on pages 213–215, a table showing the amount of taxable property for each inhabitant in every town in the State, according to the U. S. Census of 1870. That table was based upon the Grand List given in the State Treasurer's Report to the General Assembly in 1871, which List was completed in the early part of the year 1870.

A similar table is given on the followiug pages, based upon the U. S. Census of 1880, and the Grand List completed in 1880. This table includes also all the figures given in the table of 1871, thus making easy a comparison of the relative standing of any town at these two periods.

It will be seen that the average amount for each person in the State has *apparently* diminished from $600 in 1870 to $525 in 1880, being exactly one-eighth, or 12½ per cent. This diminution is undoubtedly caused by the "shrinkage of values" in the past six or eight years, or by the change from the inflated valuation of ten or fifteen years ago to the more moderate estimate of wealth now prevailing.

As a general fact, those towns which have had the greatest percentage of increase in population in the past decade show a relative decrease in wealth, because their taxable property has not increased in the same ratio as their population; while, on the other hand, towns in which the population has largely decreased have either held very nearly their relative position in the list of towns, or have risen to a higher rank than they held ten years ago.

As was stated in 1871, the figures here given "do not show the actual wealth of the towns, or of the State, but only the *assessed valuation*, upon which the taxes are levied. The real wealth of the State is very much greater than these figures show." "The U. S. Census of 1860 showed Connecticut to be the richest State in the Union in proportion to population. The amount of property to each inhabitant in the State was then stated to be $966. (See page 23 of the School Report for 1866.)"

The U. S. Census returns of "wealth, debt and taxation" in 1880 are not yet ready for publication, but if accurately made they will undoubtedly indicate a much larger amount of property "*per caput*" than appears in this table.

This table must therefore be understood as showing not the actual, but only the *relative* wealth of the towns. It also assumes that the *scale of valuation* is essentially the same in all the towns, which assumption may not be entirely correct.

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A Table showing the amount of taxable property for each inhabitant in every town in the State according to the United States Census of 1880; *together with the amount according to the Census of* 1870.

The rank of towns in this table may be compared with their rank in Table I, on pages 150–153 of this Report.

1870.	1880.	TOWNS.	1870.	1880.	1870.	1880.	TOWNS.	1870.	1880.
1	1	Hartford,	$1160	$1087	14	46	Woodbridge,	$680	$519
2	2	West Hartford,	1000	1000	52	47	Brookfield,	552	316
3	3	Watertown,	875	836	89	48	Middletown,	475	514
5	4	Darien,	837	780	†	49	Newington,	†	513
4	5	New Haven,	873	747	28	50	Roxbury,	620	511
6	6	Stonington,	823	704	55	51	East Hartford,	543	508
12	7	Bethlehem,	685	697	20	52	Woodbury,	659	507
10	8	Goshen,	737	692	34	53	Wallingford,	602	503
*	9	Beacon Falls,	*	690	78	54	Hamden,	496	502
64	10	East Haven,	523	675	49	55	New Milford,	556	495
41	11	Brooklyn,	575	665	23	56	Meriden,	640	484
8	12	South Windsor,	793	659	85	57	North Branford,	485	480
30	13	East Granby,	617	648	40	58	Somers,	577	476
7	14	Norwich,	811	631	61	59	Bethany,	526	476
37	15	Orange,	595	623	106	60	Berlin,	442	472
65	16	Middlefield,	523	620	122	61	Colchester,	417	471
19	17	New London,	659	613	101	62	Trumbull,	457	470
29	18	Westport,	619	602	99	63	Durham,	459	468
17	19	Washington,	664	599	95	64	Plainfield,	464	468
26	20	Bridgewater,	623	596	81	65	New Canaan,	492	467
53	21	Lebanon,	549	595	70	66	Canaan,	515	465
45	22	Bloomfield,	569	594	74	67	Canton,	511	464
9	23	Stamford,	766	592	66	68	Harwinton,	522	464
46	24	Fairfield,	567	588	114	69	Clinton,	432	464
33	25	Morris,	602	584	91	70	Monroe,	471	461
36	26	Essex,	596	575	75	71	Weston,	507	461
18	27	Suffield,	662	574	86	72	Greenwich,	482	461
32	28	Scotland,	604	573	80	73	Portland,	494	461
27	29	Litchfield,	620	565	77	74	Griswold,	496	460
22	30	Wethersfield,	649	560	48	75	Franklin,	562	459
21	31	Reading,	655	556	54	76	Saybrook,	548	459
50	32	Simsbury,	555	551	47	77	Middlebury,	562	459
76	33	Norfolk,	500	546	73	78	Salem,	511	458
79	34	Westbrook,	495	541	71	79	Newtown,	514	456
58	35	New Fairfield,	536	541	69	80	Ellington,	515	456
39	36	Andover,	582	539	24	81	Bozrah,	637	452
11	37	Farmington,	697	535	38	82	Lisbon,	585	452
15	38	Cheshire,	671	535	72	83	Wolcott,	512	450
68	39	Windsor,	516	532	57	84	Hampton,	538	448
51	40	Guilford,	554	531	109	85	Canterbury,	441	446
13	41	Ridgefield,	683	531	44	86	Avon,	570	442
42	42	Sharon,	572	531	87	87	Madison,	479	442
31	43	Winchester,	616	528	16	88	Danbury,	671	440
35	44	Pomfret,	597	525	102	89	Sherman,	454	437
25	45	Salisbury,	625	521	117	90	North Haven,	422	436

* New town, from Bethany, etc., 1871. † New town, from Wethersfield, 1871.

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1870.	1880.	TOWNS.	1870.	1880.	1870.	1880.	TOWNS.	1870.	1880.
156	91	Cromwell,	$311	$436	134	130	Sprague,	$380	$370
124	92	North Canaan,	412	435	135	131	Prospect,	379	369
97	93	Branford,	460	430	82	132	Colebrook,	492	368
67	94	Windham,	517	428	43	133	Southbury,	570	364
‡	95	Thomaston,	‡	427	157	134	Chester,	309	362
105	96	East Haddam,	447	424	121	135	Thompson,	418	361
92	97	Torrington,	468	423	116	136	Oxford,	424	353
112	98	Old Saybrook,	435	418	133	137	Coventry,	382	351
96	99	North Stonington,	463	415	142	138	Preston,	361	343
88	100	Warren,	478	414	149	139	Milford,	340	342
130	101	Wilton,	393	410	125	140	Rocky Hill,	408	338
128	102	Groton,	400	409	120	141	New Britain,	419	334
93	103	Plymouth,	466	407	139	142	Old Lyme,	370	331
108	104	Bristol,	442	402	137	143	Bethel,	372	323
60	105	Bridgeport,	529	402	154	144	Barkhamsted,	315	321
111	106	Cornwall,	436	398	159	145	East Lyme,	304	319
56	107	Waterbury,	538	397	83	146	Plainville,	488	319
136	108	Hartland,	377	396	103	147	Derby,	451	319
110	109	East Windsor,	437	393	147	148	Sterling,	341	318
90	110	Montville,	473	392	143	149	New Hartford,	361	316
104	111	Easton,	447	385	152	150	Killingly,	333	314
144	112	Waterford,	357	385	145	151	Ashford,	350	313
132	113	Chaplin,	383	384	155	152	Burlington,	314	313
98	114	Seymour,	460	382	115	153	Putnam,	431	309
113	115	Enfield,	434	381	162	154	Chatham,	273	308
63	116	Norwalk,	524	380	151	155	Killingworth,	335	307
84	117	Southington,	488	379	150	156	Tolland,	338	307
126	118	Ledyard,	402	379	146	157	Glastonbury,	346	306
129	119	Marlborough,	393	378	158	158	Mansfield,	305	305
123	120	Bolton,	415	378	131	159	Haddam,	388	302
118	121	Manchester,	421	377	119	160	Union,	420	295
107	122	Hebron,	442	377	160	161	Windsor Locks,	301	294
100	123	Vernon,	458	377	161	162	Lyme,	279	290
140	124	Granby,	370	376	153	163	Kent,	331	289
127	125	Woodstock,	401	376	163	164	Eastford,	258	276
62	126	Stratford,	526	376	141	165	Stafford,	367	246
138	127	Columbia,	371	374	148	166	Willington,	341	223
59	128	Huntington,	535	373	164	167	Voluntown,	236	181
94	129	Naugatuck,	465	371					

‡ New town, from Plymouth, 1875.

Total population, 1870,	537,454
" " 1880,	622,683
Increase in ten years,	85,229
Grand List, 1870,	$322,553,488
" " 1880,	$327,182,435
Increase in ten years,	$4,628,947

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The same figures are also arranged by counties, as follows:

A Table showing the amount of taxable property in the towns in the several counties in proportion to their population in 1870 *and* 1880.

Compare the relative rank of the towns as here given with their rank in Table I, pages 150–153 of this Report.

1870.	1880.	TOWNS.	1870.	1880.
		HARTFORD CO.		
1	1	Hartford,	$1160	$1087
2	2	West Hartford,	1000	1000
3	3	South Windsor,	793	659
7	4	East Granby,	617	648
9	5	Bloomfield,	569	594
5	6	Suffield,	662	574
6	7	Wethersfield,	649	560
10	8	Simsbury,	555	551
4	9	Farmington,	697	535
12	10	Windsor,	516	532
*	11	Newington,	*	513
11	12	East Hartford,	543	508
16	13	Berlin,	442	472
13	14	Canton,	511	464
8	15	Avon,	570	442
17	16	Bristol,	442	402
24	17	Hartland,	377	396
18	18	East Windsor,	437	393
19	19	Enfield,	434	381
15	20	Southington,	488	379
23	21	Marlborough,	393	378
20	22	Manchester,	421	377
25	23	Granby,	370	376
22	24	Rocky Hill,	408	338
21	25	New Britain,	419	334
14	26	Plainville,	488	319
27	27	Burlington,	314	313
26	28	Glastonbury,	346	306
28	29	Windsor Locks,	301	294
		N. HAVEN CO.		
1	1	New Haven,	873	747
*	2	Beacon Falls,	*	690
12	3	East Haven,	523	675
6	4	Orange,	595	623
3	5	Cheshire,	671	535
9	6	Guilford,	554	531
2	7	Woodbridge,	680	519
5	8	Wallingford,	602	503
14	9	Hamden,	496	502
4	10	Meriden,	640	484
15	11	North Branford,	485	480
11	12	Bethany,	526	476
8	13	Middlebury,	562	459
13	14	Wolcott,	512	450
16	15	Madison,	$479	$442
22	16	North Haven,	422	436
18	17	Branford,	460	430
10	18	Waterbury,	538	397
19	19	Seymour,	460	382
17	20	Naugatuck,	465	371
23	21	Prospect,	379	369
7	22	Southbury,	570	364
21	23	Oxford,	424	353
24	24	Milford,	340	342
20	25	Derby,	451	319
		N. LONDON CO.		
1	1	Stonington,	823	704
2	2	Norwich,	811	631
3	3	New London,	659	613
7	4	Lebanon,	549	595
12	5	Colchester,	417	471
9	6	Griswold,	496	460
6	7	Franklin,	562	459
8	8	Salem,	511	458
4	9	Bozrah,	637	452
5	10	Lisbon,	585	452
11	11	North Stonington,	463	415
14	12	Groton,	400	409
10	13	Montville,	473	392
18	14	Waterford,	357	385
13	15	Ledyard,	402	379
15	16	Sprague,	380	370
17	17	Preston,	361	343
16	18	Old Lyme,	370	331
19	19	East Lyme,	304	319
20	20	Lyme,	279	290
		FAIRFIELD CO.		
1	1	Darien,	837	780
6	2	Westport,	619	602
2	3	Stamford,	766	592
7	4	Fairfield,	567	588
5	5	Reading,	655	556
9	6	New Fairfield,	536	541
3	7	Ridgefield,	683	531
8	8	Brookfield,	552	516
19	9	Trumbull,	457	470
16	10	New Canaan,	492	467
18	11	Monroe,	471	461

* New Town, formed in 1871.

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1870.	1880.	TOWNS.	1870.	1880.
15	12	Weston,	$507	$461
17	13	Greenwich,	482	461
14	14	Newtown,	514	456
4	15	Danbury,	671	440
20	16	Sherman,	454	437
22	17	Wilton,	393	410
11	18	Bridgeport,	529	402
21	19	Easton,	447	385
13	20	Norwalk,	524	380
12	21	Stratford,	526	376
10	22	Huntington,	535	373
23	23	Bethel,	372	323
		WINDHAM CO.		
3	1	Brooklyn,	575	665
1	2	Scotland,	604	573
2	3	Pomfret,	597	525
6	4	Plainfield,	464	468
4	5	Hampton,	538	448
7	6	Canterbury,	441	446
5	7	Windham,	517	428
11	8	Chaplin,	383	384
10	9	Woodstock,	401	376
9	10	Thompson,	418	361
13	11	Sterling,	341	318
14	12	Killingly,	333	314
12	13	Ashford,	350	313
8	14	Putnam,	431	309
15	15	Eastford	258	276
16	16	Voluntown,	236	181
		LITCHFIELD CO.		
1	1	Watertown,	875	836
3	2	Bethlehem,	685	697
2	3	Goshen,	737	692
4	4	Washington,	664	599
7	5	Bridgewater,	623	596
11	6	Morris,	602	584
8	7	Litchfield,	620	565
16	8	Norfolk,	500	546
12	9	Sharon,	572	531
10	10	Winchester,	616	528
6	11	Salisbury,	625	521
9	12	Roxbury,	620	511
5	13	Woodbury,	659	507
13	14	New Milford,	556	495
15	15	Canaan,	515	465
14	16	Harwinton,	522	464
22	17	North Canaan,	412	435
*	18	Thomaston,	*	427
19	19	Torrington,	468	423
18	20	Warren,	$478	$414
20	21	Plymouth,	466	407
21	22	Cornwall,	436	398
17	23	Colebrook,	492	368
25	24	Barkhamsted,	315	321
23	25	New Hartford,	361	316
24	26	Kent,	331	289
		MIDDLESEX CO.		
3	1	Middlefield,	523	620
1	2	Essex,	596	575
4	3	Westbrook,	495	541
6	4	Middletown,	475	514
7	5	Durham,	459	468
10	6	Clinton,	432	464
5	7	Portland,	494	461
2	8	Saybrook,	548	459
13	9	Cromwell,	311	436
8	10	East Haddam,	447	424
9	11	Old Saybrook,	435	418
14	12	Chester,	309	362
15	13	Chatham,	273	308
12	14	Killingworth,	335	307
11	15	Haddam,	388	302
		TOLLAND CO.		
1	1	Andover,	582	539
2	2	Somers,	577	476
3	3	Ellington,	515	456
7	4	Bolton,	415	378
5	5	Hebron,	442	377
4	6	Vernon,	458	377
9	7	Columbia,	371	374
8	8	Coventry,	382	351
12	9	Tolland,	338	307
13	10	Mansfield,	305	305
6	11	Union,	420	295
10	12	Stafford,	367	246
11	13	Willington,	341	223
		THE COUNTIES.		
1	1	Hartford,	724	654
2	2	New Haven,	672	563
3	3	New London,	593	532
5	4	Litchfield,	543	489
6	5	Middlesex,	444	459
4	6	Fairfield,	567	454
7	7	Windham,	434	390
8	8	Tolland,	415	345
		The State,	600	525

* New Town, formed from Plymouth in 1875.

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THE GROTON CENTENNIAL.

The late Senator Foster attended several of our Teachers' Institutes, at two of which he gave admirable addresses, drawing practical lessons from his own experience as a teacher and evincing the heartiest sympathy with the work of Public Schools. It would be a valuable paper for the teachers and youth of Connecticut if one of these unwritten addresses on "Industry, Perseverance and Self-reliance the secrets of success," could be reproduced. These traits were happily illustrated in his life, and hence he rose from the position of a humble country boy to eminence as Judge, Orator, Senator and Statesman. Becoming early a great reader, he kept up this habit amidst the exactions of a laborious profession, and found his recreation and delight in studying our choicest works of science and literature. His habit of memorizing choice selections of prose and poetry is worthy of imitation.

The centennial celebration to occur at Groton Heights September 6th, 1881, renders the present a most opportune time to teach our revolutionary history in the schools of Connecticut. Certainly all our youth should now become familiar with the incidents and lessons of the Groton conflict. To facilitate this purpose the following summary of the excellent address given by the late Lafayette S. Foster at the Ninety-ninth Groton Anniversary will be sent gratuitously to all the teachers of the State. This address was given only thirteen days before his death. It was his last public address, and is worthy to be cherished as his parting legacy to the people of Connecticut.

On this spot, hallowed in every patriotic heart, we are again assembled to honor and to cherish the memory of the illustrious dead. But one year is wanting to complete the century, ninety-nine years having passed by since the ground on which we stand was wet with the life blood of patriots and heroes. Those patriots and heroes were our fathers. They gave their lives for us and ours, and for their native land.

Many times on this anniversary day, with spirit-stirring music, and greeted by peals of artillery, the stately procession

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has wound up these Heights, waving aloft our national banner, glorious in its beauty, glorious in its history, and still more glorious as the sign and symbol of liberty.

It was under this flag that our fathers here fought, counting not their lives dear to them if sacrificed in its defence. This flag was then scarcely known among national ensigns. A few friendly powers had recognized the new republic; but our independence was not fully assured, and we still had our place to win in the family of nations. Less than three millions of people, and a narrow strip of country bordering on the Atlantic coast between the river St. Croix on the northeast and the St. Mary's on the southwest, comprised our territory and our population. Now the whole boundless continent is not, indeed, yet ours; but we have a country vast in extent, ocean-bounded on two cardinal points of the compass, and a population of fifty millions. Instead of thirteen feeble colonies, with the original thirteen stripes and dimly twinkling stars on our national banner, we now have thirty-eight stars, the gladsome light of which irradiates the nations. Three generations of men have passed from the stage of life since the events transpired which we this day commemorate. It has been the custom from the beginning to observe the day with fitting ceremonies. Let us not fail in the pious duty which was so worthily performed by the generations before us. They paid their debt, not ours; that, we alone can pay. Each generation, not the past only, but each succeeding generation through all the coming years, will owe an infinite debt of gratitude to the noble and gallant men, whose bones lie mouldering here. Far distant be the day, when the services of this anniversary shall be regarded as superfluous, and so be omitted and forgotten. Only when patriotism becomes lukewarm, can such things be; and a lukewarm patriot is no better than a lukewarm corpse. The sons of sires who perished here will cherish the memory of their fathers so long as they shall be worthy of their glorious inheritance. Every son of Groton and of this vicinity will hallow this spot so long as love of liberty and love of country find a home in his bosom.

It is no part of our purpose, in desiring to perpetuate the memory of this day, to keep alive or to excite feelings of hos-

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tility against the government or people of Great Britain. The most peaceful and amicable relations subsist between that government and ours. So may it ever be! Whosoever shall stir up strife between us, is not only an enemy of both countries but an enemy of human progress and the best interests of the human race.

England was the home of our fathers; their mother country. It is true she showed them, at home, more of the attributes of a step mother, a harsh, unfeeling step mother, than of a natural parent; and when they migrated to these then inhospitable shores, she followed them with vexatious demands and exactions wholly unwarranted by the constitution of the realm. Remonstrance proved unavailing, and our fathers resisted. The voice of Europe was on the side of the colonies. The wisest statesmen of England, in both houses of parliament, pronounced our fathers in the right. A stubborn ministry persisted in their tyrannical course, and our fathers obtained independence. It is doubtful if any enlightened British statesman of this generation could be found, who would not now agree that the resistance of the colonies to the claim of the crown was fully warranted by the plain principles of the British constitution.

What progress has the world made in human government in the last hundred years! What a contrast between the Tory ministry of Lord North, under King George the Third, in the last century, and the present ministry of Great Britain, under the beneficent reign of her majesty, Queen Victoria! How cheering to all lovers of liberty and free institutions, to look at the principles of government just enunciated by Mr. Gladstone. They are the principles of our Declaration of Independence and of the fathers of our constitution. They are the principles on which the Republic of the United States is founded, principles of right and truth, and eternal justice. We are proud to call England our mother country when she avows and acts upon principles like these. We forget and forgive the strifes and wars of the past, and cordially extend to her the right hand of national fellowship and of national friendship.

War is undoubtedly the greatest curse that can befall a

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nation. Still we must regard some wars as justifiable and necessary. When such wars break out, when the rights and liberties of a free people are in deadly peril; when the hand of the destroyer is stretched forth to lay waste their possessions and bring desolation and ruin to their homes and firesides, the highest and noblest attributes of the human mind are then brought into intense, living action. The tongue of eloquence then becomes endowed with a superhuman power, and while listening to the words of the patriotic orator, speaking from his fiery heart, it seems in very deed as though the gods had come down to us in the likeness of men. In the days that preceded our Revolutionary struggle, Patrick Henry and James Otis bowed the hearts of the men of Virginia and the men of Massachusetts as the heart of one man. Great and well deserved as is the tribute of honor and praise that we render to those whose burning words stimulate to deeds of heroic valor, still the highest meed, the brightest diadem with which to adorn earthly brows is reserved for men, who, when duty calls, go forth to fight, perchance to die, in defence of the homes, the firesides and the liberties of themselves and their fellow countrymen. We instinctively give up our hearts without reservation to such heroes and defenders. We honor them while living; we revere them when dead.

Let us glance at the situation of our country as it was just prior to the day we commemorate, in September, 1781. The battle of Saratoga had been fought, and a glorious victory won for our arms four years before. Professor, afterwards Sir E. F. Creasy reckons this one of the decisive battles of the world from Marathon to Waterloo. It had wonderful effect on our cause in Europe, giving as it did full assurance that the colonies were able to achieve and maintain their own independence. That independence was soon recognized by foreign powers. Nations like individuals find friends most numerous when least needed. Burgoyne's march from Canada towards Albany, during the spring and summer of 1777 had met with no interruption except the check at Oriskany from the brave Herkimer, and the check of Bennington from the no less brave Stark. Those disasters were to detachments only, and it was regarded in Europe almost as a foregone conclusion that Burgoyne with

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his army would reach Albany. A line of posts would then be established from Canada to the city of New York, and as Great Britain had control of the sea coast, all comunications between New England and the States south would be completely cut off. Gates and Arnold, or rather, the brave men under them, changed all that.

During the subsequent four years, neither side gained any decided advantage. Several brilliant affairs took place, the most brilliant of all was the taking of Stony Point by storm, by Gen. Wayne on the 18th of July, 1779. The assault was made at midnight, and the work was carried wholly by the bayonet. The advanced parties of twenty men each were thrown forward to remove obstructions, and out of one of these parties of twenty, seventeen were killed or wounded. In the same month and year, July, 1779, Gen. Tryon made a raid, from New York into Connecticut by way of Long Island Sound. He first landed at New Haven, then at Fairfield, and then at Norwalk, burning, plundering and destroying property. The stay of the enemy was short. They passed but a single night in any of these towns, after which they returned to their vessels. A foreign foe has never found Connecticut a desirable stopping place. In these instances, they tarried but a night. No doubt, they wisely anticipated that should they risk sleeping on our soil a night, it might be the sleep that knows no waking. Our poet, Halleck, spoke historically as well as poetically, in saying that Connecticut was a land

> "Where friends will find a welcome,
> Foes a grave."

The year 1780 was a dark year for our country. In May of that year there were but 7,000 continental troops embodied between the Chesapeake and Canada. On the first week in June, Washington had under him but 3,760 men fit for duty. In September of this year, Arnold made his name forever infamous by his treason to his country. The campaign in the south had been almost a succession of defeats and disasters. Perhaps the most significant event in these three years following Burgoyne's surrender was the vote of the Methodists of the United States at their general meeting in 1780, that "slave-keeping was contrary to the law of God, man and nature."

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In May, 1781, Washington and Rochambeau met at Wethersfield, and agreed on a plan for the campaign. Clinton held New York and Cornwallis was in Virginia. It was agreed that the American and French land forces, together with the French naval force, should be concentrated on the Chesapeake. Clinton was thoroughly deceived, thinking that the movement was to be made, not on Virginia, but on New York. He had sent Arnold to Virginia in January before, and he was there in command in May, when Cornwallis arrived from the south. Superseding Arnold in the command of the British troops, and despising him too heartily to allow him to remain in his camp, he ordered him back to New York. Clinton remained under the delusion till near the 1st of September that Washington was designing to attack him in New York.

Arnold, who no doubt was eager for employment, now obtained the command of the expedition to this place. With about 2,000 troops he crossed over from Long Island and landed on our shores on the morning of the 6th of September, 1781. About one-half of the force, headed by Arnold himself, landed on the west side of the harbor, a little below the lighthouse, and made their way toward New London. The other half, under the immediate command of Col. Eyre, landed on the east, or Groton side of the river, and marched toward this point. Two forts, if works so insignificant as these were, in a military point of view may properly be so called, were the only defences of the harbor. Fort Trumbull on the New London side, was open to the west, or land side, and was therefore wholly indefensible to an attack from that quarter. Capt. Shapley, the commanding officer, had been ordered to abandon the fort on the approach of the enemy, and with his little band of men, to cross the river and join the garrison here. Accordingly, after firing a volley on the attacking column, and spiking the guns in his batteries, he took to his boats and crossed the river to this place. The enemy's vessels were so close upon him that seven of his men were wounded by the fire from their decks, and one of his boats was captured.

To Col. William Ledyard, the command of these two forts, and the protection of these towns had been entrusted. On the first alarm in the morning, he had sent messengers to the

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Governor, to inform him of the situation. After giving his orders to the officer in command at Fort Trumbull, he took a boat at the ferry on the New London side to cross over to this fort, which he determined to hold. To some friends, who gathered around him to shake hands at parting, he said, as he stepped into the boat: "If I must lose to-day honor or life, you, who know me will know which it will be." This gallant man, with about 150 others, made the garrison of this little fort.

The attacking column, under Col. Eyre, was halted in its approach, and a flag was sent forward to demand the surrender of the fort. Col. Ledyard called a council of war, and the opinion was unanimous in favor of resistance. "We shall not surrender, let the consequences be what they may," was the answer returned.

The assault was made. The defence was all that so few imperfectly armed men, two-thirds of whom were wholly undisciplined, and unacquainted with the usages of war, could make it. That such an imperfect work, so imperfectly manned, should be able to hold out against such a powerful attacking force, was not to be hoped for. The brave little garrison was overpowered, and the enemy, in overwhelming numbers, entered the fort. Col. Eyre, the British commanding officer, and Major Montgomery, the second in command, both fell in the assault outside the works. The slaughter of our men went on *after the fort was entered and the garrison had laid down their arms.* Between eighty and ninety of the devoted band were killed—between thirty and forty wounded, many of them mortally. The loss of the enemy, it is believed, was between two and three hundred men.

Such, in brief, was the event that we this day commemorate. It occupies but little space on the page of history. Those who are accustomed to judge of the importance of battles, by the number of men engaged, or the number who fell on the field, will doubtless consider this a very insignificant affair. The men of this vicinity certainly regard it otherwise. It is well, it is wise, it is noble that they should do so. A Spartan king and three hundred men threw themselves as a barrier before the uncounted hosts of Xerxes, and perished in defence of their country. In all human history, what deed of arms,

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though performed by thousands, is encircled with such a halo of glory as surrounds Leonidas and the three hundred at Thermopylæ? What epitaph so glorious as that inscribed on the column erected where they fell?—"Stranger, go and tell the Lacedemonians that we lie here in obedience to her laws." The stern laws of Sparta punished with death the soldier who left the battle-field in the face of an enemy.

The slaughter of our men after they had laid down their arms on the taking of the fort was an unnecessarily cruel and barbarous act, though the laws of war do justify the victors who take a fortress by storm in refusing quarter to the captured garrison. A brave enemy usually disdains to avail himself of a law so repugnant to every generous and noble feeling. None but a coward's hand will strike a fallen, unresisting foe. Two years before this time, the fortress at Stony Point was assaulted and carried by storm by our troops. Though the attack was at midnight, when the wild and fierce passions which a hand-to-hand fight must necessarily engender, are free from the restraints which the daylight imposes, and horrible deeds may be done because the darkness will cover them, yet not one man in the fortress was put to death except in fair combat. The British authorities praised the magnanimity of our troops; and admitted that they would have been justified in putting every man to the sword. We set them an example too lofty for them to follow.

At a later period, in the following month of October, on the night of the 14th, five weeks after this fort was taken, two advanced redoubts, making part of the fortifications with which Lord Cornwallis had surrounded himself and his army at Yorktown, which was then invested by the French and American armies, were taken by storm. One of these redoubts was taken by the French, one by the Americans. Col. Hamilton commanded the American attacking column, and the redoubt assigned him was carried by the bayonet, without firing a gun. Not a man of the enemy was injured, after he ceased to resist. Our soldiers thus showed to the British army and to the world, not only that they would not make a precedent for refusing quarter to an enemy asking it, but that they would not be provoked by a barbarous example of a contrary character into retaliation.

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But whatever may be said in palliation of the refusal of quarter to this brave little garrison after its surrender, the laws and usages of war, barbarous as they are, furnish no apology for the act of killing the commander, the brave Colonel Ledyard. Who the perpetrator of this foul crime was, is not absolutely certain. It is better that his name should be buried in the infamy which surrounds it, rather than it should ever again be spoken.

Overpowering numbers having entered the fort, the fighting ceased, and our men laid down their arms. A British officer, apparently in command, called out "who commands this fort?" The gallant Colonel Ledyard, modestly but bravely stepping forward, said, "I did sir, but you do now," at the same time presenting his sword, as the vanquished does to the victor. The officer received it, and ruffian-like plunged the weapon into his body, thus killing instantly an unarmed, unresisting prisoner. It was a cold-blooded, brutal murder. Had the sword, when proffered not been accepted, had the reply been, "Expect no quarters, keep your sword and defend yourself," if death had followed, though it might have seemed barbarous, still there would have been some manliness in the transaction. Under the actual circumstances, it was a most foul, aggravated, treacherous murder. Let the memory of him who committed it perish forever, let his name be forever unspoken by all brave and true men.

Consider briefly some few of the valuable lessons that the events which we this day commemorate so plainly teach. It may be said in the first place that no spirit of aggressive war, no war for conquest, goes forth from this place. Such a spirit is ever to be earnestly rebuked and deprecated. We have seen, not now for the first time certainly, that the war in which our fathers were engaged was a just war, recognized as just by friends of arbitrary power on the continent of Europe, and even by the wisest statesmen of Great Britain who urged it against us. Marathon and Thermopylæ are perhaps the places most renowned in the world as having been the scenes of the most heroic valor, the loftiest patriotism, the most perfect self sacrifice ever exhibited by men in defense of their country. I need but allude to the immense influence which the deeds there

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done have had not only over Greece, but over all countries and nations through the succeeding centuries, and, I may add, will continue to have till all the centuries are ended. It is an influence that gathers strength in the march of time. To institute any comparison between the contest on these heights which we now commemorate, and those events so famous in Grecian history, would be thought too extravagant to be entertained for a moment. The immediate result of the struggle was certainly of but comparatively little importance; but as indicating the temper and spirit of the people, it had much to do with the question of American independence. Do not these events from Grecian history come to us magnified by time and distance? Bring them, widely separated as they are in fact, into close connection, in imagination, with this deed of our Revolutionary fathers, and then carefully analyze each situation. When the result shall have been reached, and you are prepared to specify the causes which give eternal fame to the Grecian localities and Grecian heroes connected with them, then point out if you can, one substantial reason why these heights, and our heroes, are not entitled to fame equally lasting. The plain of Marathon, the straits of Thermopylæ, were wet with the blood of those who perished for Greece; these heights, with the blood of those who perished for America. If Miltiades and the ten thousand who fought at Marathon, if Leonidas and the three hundred who fought and perished at Thermopylæ have thus made their names immortal, shall not Ledyard and his devoted band who perished here, in a cause no less sacred, have their names on the roll of immortality? *I say confidently, as a son of Connecticut I say proudly, there is no spot in any country on this green earth more consecrated by patriotic blood than this. No braver heroes rest in the soil of the proudest clime than those who lie buried here.* Young men of Groton and of this vicinity, come up to these heights annually, and at the base of this memorial column, reverently, as at a sacred shrine, pay your vows and honors. Here get inspiration to lead lives worthy of these your illustrious progenitors. Live nobly and you will die nobly.

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AGGREGATE ATTENDANCE.

In the percentage of aggregate attendance, Massachusetts has been widely represented as the foremost State in the Union. This is true only on her basis of enumeration, which however does not give the proper ground of comparison until the figures of enumeration are reduced to a uniform basis with that of other States. Massachusetts enumerates children only between five and fifteen, while Connecticut enumerates all between four and sixteen. To equalize these figures for the purpose of a just comparison, one-fifth should be added to the Massachusetts enumeration. Even this adjustment gives an unfair advantage to the Massachusetts statistics, for the School Boards of Connecticut are authorized by law to exclude from school all children under five years of age, and this is done in some of our largest cities and towns. Many wise parents decline to send their children to school till they are at least five years of age. On the other hand, large numbers leave school at fifteen for business or work, so that the two years included in our school census and excluded from that of Massachusetts show the largest number who for good and sufficient reasons are absent from school. The following table shows the comparative enrollment in the Public Schools of Massachusetts and Connecticut as given in the last three reports of each State:

Massachusetts.					Connecticut Per cent.
Report.	Enumeration.	Plus one-fifth.	Whole No. Registered.	Per cent.	
1878	296,375	355,674	307,832	86.55	86.95
1879	297,202	356,642	310,181	86.97	86.56
1880	303,836	364,603	311,528	85.44	86.24
			Average,	86.32	86.58

From the above it will be seen that during these three years the aggregate attendance in Connecticut averaged twenty-six one-hundredths per cent. more in Massachusetts. The friends of education are to be congratulated that Connecticut now occupies the front rank in reference to the proportion of its children in attendance at school. The number of children

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between four and sixteen years of age in January, 1880, was 140,235. The number of different scholars in *Public* Schools, 119,694; number in other than Public Schools, 12,649; number in schools of all kinds, 132,343; number between four and sixteen years of age in no school, 13,565. Percentage of children in schools of all kinds, 94.37. Considering that the number between four and five is full 12,000 (for obvious reasons greater than any other year of enumeration), that many are then properly detained from school and that many leave school at fourteen and fifteen or earlier, it is a gratifying fact that out of 140,235, only 13,565 should be found attending no school. This grand result has not come without work. Our law for compulsory attendance, sanctioned and sustained as it has been by a healthy public sentiment, the coöperation of efficient school and truant officers and the influence of the press, have combined with the efforts of the State Board of Education in securing this achievement. This success should serve only as an incentive to greater effort. Hence, if any one knows of a child illegally employed or kept out of school, the invitation is repeated, that information of such fact is desired at this office. It is of course the duty of local school officers to first apply the remedy. But when this is not done, let there be no delay in giving due notice of the facts at the office of the State Board of Education.

It should be remembered that the greater the aggregate attendance, the less will be the average attendance, that is, the larger the number who attend only the time required by law, the less the average. The average length of our schools being nine months, if all our children attended but twelve weeks, the average attendance would be but 33 1-3 per cent., whereas in winter it was 55.92 per cent. and in summer 48.97 per cent. Those who have desired to disparage our schools have sometimes misused the figures relating to average attendance, which were really a consequence of the generality, not to say almost universality of school attendance some portion of each year.

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SHADE TREES ALONG THE HIGHWAYS.

The following law to encourage the planting of trees on the public roads has just been enacted:

SECTION 1. Every person planting, protecting and cultivating forest trees for three years, one quarter mile or more, along any public highway, shall be entitled to receive for ten years thereafter, an annual bounty of one dollar for each quarter mile, so planted and cultivated, to be paid out of the state treasury: but such bounty shall not be paid any longer than such line of trees is maintained.

SEC. 2. The forest trees named in Sec. 1st shall include the elm, maple, tulip, ash, basswood, oak, black walnut and hickory.

SEC. 3. Elms not to be more than sixty feet apart, and the others not more than thirty feet apart.

SEC. 4. This act shall take effect from its passage.

A desire to interest the youth of our State still more in tree planting was one of my reasons for advocating the passage of this act. I have tried various devices to get our youth initiated in arboriculture. In 1876 an effort was made to promote "Centennial Tree-Planting" by the offer of prizes, which proved successful far beyond my expectation. Many youth in Connecticut whose first experience as little arborists was prompted by those prizes, have become so interested in this pleasant work that they have continued it each subsequent spring. In 1878 the accident of the blowing down of a famous willow led me to offer them several thousand scions. Beautiful as that exotic is, I was careful to state that it is not comparable to many of our majestic natives, saying in a circular then addressed to our boys: "Because the main tug is at the start, on account of the inertia of ignorance and indifference, that start should be made easy. I should greatly prefer to start five thousand elms or maples this year in Connecticut, if it could be done as easily as my five thousand willow scions seem likely to be stuck in the ground. This proposal is made as a mere beginning in tree planting, sure to lead to something more and better." Experience confirms this idea that here the beginning *only* is difficult. It is the first step that costs—at least it costs effort and persuasion to set this thing on foot, but that step once taken, others are sure to follow.

Teachers have been induced to give oral lessons on the beauty, economic value and hygienic influence of trees, and the number, variety and distinctive marks of those abounding in our forests.

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Many youth have been led to study and admire our noble trees and to realize that they are the grandest and most beautiful products of nature. Those who have thus learned to plant and protect trees will find a peculiar pleasure in their parentage, a pleasure that grows with their growth. This love of trees early implanted in the school and fostered in the home will be sure to make our youth practical arborists.

I have also advocated tree-planting as a discipline in foresight. Living often only for the present, youth are apt to sow only where they can quickly reap. A meager crop soon in hand outweighs a golden harvest long in maturing. The habit of forecasting the future is the prime condition of wisdom. The follies and woes of the world come from following the impulse of the moment rather than waiting the results of sober second thoughts.

The educational bearings of this subject, if less obvious are not less important. As this movement met opposition at the outset and a dozen years ago often encountered the question: "What has that to do with education?" I may be pardoned for giving two or three extracts on this point from influential journals.

The *Boston Post* in urging that rural improvement should be made as general in other States as it is in Connecticut, says: "Mr. Northrop began years ago the development of a plan to make the State of his nativity, and of his more recent labors worthy of her grand natural opportunities. He has blended the idea of rural improvement very intimately with educational ideas, and *it seems justly to belong in that company*. There is so much dependent upon rural development, that he who convinces the public of its importance is laying, single-handed, the foundation of greatly increased culture, health and profit in every rural community. Beauty is its own excuse for being and needs no reinforcement of its claims before a jury where the æsthetic principle is allowed due influence."

The *New York Evening Post* says: "Mr. Northrop's plan, the result of years of observation and experience, is simple and practical in any community. It contemplates the indirect as well as the direct improvement of personal and social life in the country, and includes all that can make country places

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attractive, and facilitate refining social intercourse among the people who inhabit them. The great difficulty is in the beginning. The man or woman who shall take hold of this matter and create the needed organization in any community will be a public benefacter, worthy of reverence and deep gratitude. The educational effect of such employments and interests, the refining influence, the æsthetic improvement wrought, the enlargement of heart and mind which grow directly and indirectly out of work of this kind, done by united effort by the boys and girls of a town, under the stimulus of public approval, are not to be set down in words or expressed in figures. In any town in which juvenile enthusiasm is awakened in public improvements, the schools will accomplish better results; the library will be more freely and more profitably used, there will be less idleness, less wrong-doing; habits will be better, aspirations higher, the tone of life stronger. Every such town must improve in intelligence, taste, public spirit and morality, quite as positively as it grows in external beauty and attractiveness."

Nothing can add so much to the beauty and attractiveness of our country roads as long avenues of fine trees. One sees this illustrated in many countries in Europe, where for hundreds of miles on a stretch the road is lined with trees. With the liberal encouragement offered by this new law, no time should be lost in securing the same grand attraction to the highways of Connecticut. Growing on land otherwise running to waste, such trees would yield most satisfactory returns. The shade and beauty would be grateful to every traveler, but doubly so to the owner and planter, as the happy experience of hundreds of our farmers can now testify, for a ground work in this direction is already well started. Having in abundance the best trees for the roadside, no class can contribute so much to the adornment of our public roads as the farmers. In portions of Germany, the law formerly required every landholder to plant trees along his road frontage. Happy would it be for us if the sovereigns of our soil would each make such a law for himself.

BIRDSEY GRANT NORTHROP.

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APPENDIX.

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STATISTICAL TABLES

COMPILED FROM THE RETURNS OF THE ACTING SCHOOL VISITORS,

SHOWING THE CONDITION OF

COMMON SCHOOLS IN CONNECTICUT,

DURING THE YEAR ENDING AUGUST 31, 1880.

PRELIMINARY NOTE.

Special pains have been taken to make the following tables as correct as possible, and though perfect accuracy is not attainable, they may be considered as giving a just view of the condition of the public schools. These tables are based upon the returns which the law requires the school visitors of every town to submit each year to the Secretary of the State Board of Education. The school visitors receive their information, to a considerable extent, from the district committees, and they again from the teachers whom they employ. To facilitate the collection of these returns, and to make them as complete and correct as possible, School Registers are provided, at the expense of the State, for all public schools. They may be obtained from the Secretary of the State Board of Education.

EXPLANATION OF THE STATISTICAL TABLES.

Column No. 1.—The towns in each county arranged alphabetically, county towns being placed first. In the towns of New Haven, Norwich and Middletown there are districts which make independent reports, and these reports are given separately.

No. 2.—The population of each town according to the United States Census of 1880.

No. 3.—The Grand List of each town, as given in the State Treasurer's Report to the General Assembly, January, 1880.

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No. 4.—The number of school districts in each town.

No. 5.—The number of public schools in each town.

No. 6.—The number of departments in the public schools, counting each room of a graded school as one department.

No. 7.—The average length of the schools, in days and decimals of a day.

No. 8.—The number of children between four and sixteen years of age enumerated in each town in January, 1880; the basis of distributing the income of the School Fund and the State Appropriation to the several towns.

Nos. 9 and 10.—The number of children registered as attending public schools in winter and summer respectively.

No. 11.—The number registered over 16 years of age.

No. 12.—The number of *different* scholars registered in the public schools during the year reported; in other words, the number of children who attended public schools *some part* of the year.

No. 13.—The number of enumerated children attending any other school than the public schools.

No. 14.—The number of children between four and sixteen years of age who attended no school of any kind during the year.

Nos. 15 and 16.—The average attendance in winter and summer respectively.

Nos. 17, 18, 19 and 20.—The number of male teachers and female teachers employed in winter and summer respectively.

Nos. 21 and 22.—The average wages per month of male and female teachers, including cost of board, when that was supplied by the district.

No. 23.—The number of teachers who have taught the same school two or more successive terms.

No. 24.—The number of teachers who were teaching for the first time.

No. 25.—The amount of money received by each town from the School Fund and State Appropriation. Of the amounts in this column, eighty cents per child enumerated came from the School Fund income, and one dollar and fifty cents per child from the State Treasury.

No. 26.—The amount of income from the Town Deposit Fund in each town.

No. 27.—The amount of income from local funds.

No. 28.—The amount of money appropriated for schools from town tax in each town.

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No. 29.—The amount of money raised for school purposes by district tax.

No. 30.—The amount of voluntary contributions for teachers' board, fuel, or other expenses.

No. 31.—The amount of money raised for school purposes from other sources than those previously named.

No. 32.—The total amount of money received for public schools from all sources.

No. 33.—The amount expended for teachers' wages, including board.

No. 34.—The amount expended for fuel and incidental expenses.

No. 35.—The amount expended for repairs of school buildings.

No. 36.—The amount expended for other objects than those previously mentioned.

No. 37.—The total amount expended for public schools.

The totals in column 37 include money expended for new school houses, also the amount expended for libraries and apparatus. The columns containing these amounts are omitted from these tables for want of room, but may be found on pages 148 and 149.

Tables of averages and percentages, showing the relative position and rank of the towns in various particulars, may be found upon pages 150 to 173.

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HARTFORD COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
								Registered.						Av. Attend.		Male.		Female.		Wages, Month.			
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Aver. Length	Enum. Jan.'80.	W.	S.	Over 16.	Diff'nt Schol. Reg.	Private Schools.	In no School.	W.	S.	W.	S.	W.	S.	Male.	Fem.	Continuously Employed.	Beginners.
Hartford,	42,553	$45,558,490	10	17	117	197.10	9,652	6,312	5,556	494	7,612	1,706	728	4,886	4,502	19	19	121	121	$204.96	$63.15	129	0
Avon,	1,058	465,808	7	7	7	153.71	216	170	146	4	194	15	17	120	111	0	0	7	7	------	25.14	4	2
Berlin,	2,385	1,095,030	9	9	11	182.73	567	437	391	12	539	17	34	341	272	2	1	9	10	41.29	35.03	10	2
Bloomfield,	1,346	807,682	9	9	9	147.11	275	215	205	20	268	13	14	178	149	3	2	6	7	28.80	25.54	8	1
Bristol,	5,347	2,155,868	12	12	19	182.47	1,053	788	752	16	974	18	80	622	588	6	5	16	17	70.91	37.58	21	1
Burlington,	1,234	394,905	9	8	8	161.38	291	238	216	2	284	7	12	166	137	2	0	6	8	25.50	27.00	4	4
Canton,	2,299	1,074,291	8	8	12	176.67	529	478	429	39	552	0	36	384	364	1	1	13	13	147.37	36.68	12	1
East Granby,	754	457,098	6	6	6	148.50	171	133	103	12	161	2	20	101	70	1	1	5	5	28.00	20.63	4	4
E. Hartford,	3,500	1,675,417	10	10	16	180.63	741	589	484	17	684	29	49	448	361	7	7	9	8	49.36	30.71	15	2
E. Windsor,	3,019	1,164,251	11	11	16	179.38	849	610	530	21	775	21	74	468	397	3	4	13	12	51.14	28.00	13	0
Enfield,	6,754	2,494,897	14	14	26	175.77	1,677	983	850	56	1,116	495	127	821	691	4	3	23	24	91.94	33.51	27	0
Farmington,	3,014	1,605,993	7	7	15	185.13	697	508	471	5	599	53	62	383	328	2	1	13	14	76.00	39.20	14	2
Glastonbury,	3,580	1,102,239	18	18	21	178.67	794	567	456	6	676	55	77	435	339	1	1	20	19	21.26	26.28	17	9
Granby,	1,340	457,956	10	10	11	153.27	304	245	214	14	305	1	23	179	170	1	0	10	11	32.00	26.89	6	2
Hartland,	643	251,959	9	9	9	133.33	144	134	102	12	158	0	7	102	79	3	0	6	9	19.71	17.72	4	6
Manchester,	6,462	2,373,162	9	9	20	180.00	1,587	1,045	968	26	1,284	25	307	831	764	5	5	15	15	59.07	36.59	20	1
Marlborough,	391	147,758	4	4	4	135.50	82	64	49	5	72	5	7	51	37	1	0	3	4	25.00	25.59	1	2
New Britain,	13,978	4,589,304	1	10	34	188.00	3,298	1,903	2,034	63	2,265	580	516	1,567	1,591	3	3	37	37	135.80	40.80	35	2
Newington,	934	473,009	4	4	5	161.00	217	147	133	5	196	3	23	121	97	1	0	4	5	26.00	26.00	3	2
Plainville,	1,930	764,928	1	1	6	195.00	387	282	301	0	331	5	51	225	201	1	1	5	5	102.57	35.00	5	0
Rocky Hill,	1,109	373,326	4	4	5	180.00	272	208	156	9	266	11	7	157	115	2	0	3	4	38.50	29.39	2	2
Simsbury,	1,830	1,025,382	12	11	12	150.83	355	321	284	2	367	0	18	241	201	5	3	6	9	35.63	27.00	8	9
Southington,	5,411	2,069,850	11	12	24	180.00	1,424	1,028	971	49	1,293	35	205	786	731	6	5	18	19	89.81	38.72	23	4
S. Windsor,	1,902	1,280,293	10	10	11	176.82	385	347	286	23	417	8	17	274	211	2	1	9	10	28.00	30.53	10	0
Suffield,	3,225	1,880,874	11	11	15	180.33	724	514	468	16	660	40	49	410	351	4	1	11	14	37.60	33.60	11	3
W. Hartford,	1,828	1,831,733	8	9	9	173.44	360	295	239	15	358	21	23	232	174	2	1	7	8	54.00	39.20	9	1
Wethersfield,	2,173	1,147,114	6	7	8	195.75	367	313	264	11	353	11	14	232	182	1	1	7	7	100.00	25.50	6	2
Windsor,	3,056	1,576,817	10	10	14	186.04	752	593	508	20	778	9	9	469	381	5	5	10	10	59.20	36.00	14	0
Winds. Locks,	2,332	706,631	1	1	7	193.00	628	444	434	4	502	64	66	352	338	1	1	8	8	123.00	35.25	9	1
29 TOWNS.	125,377	$81,002,055	241	258	477	180.89	28,798	19,911	18,000	978	24,039	3,249	2,672	15,582	13,932	94	72	420	440	$95.04	$41.58	444	65

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'ry Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	District Taxing.
Hartford,	$22,199.60	1,408.88	.....	69,401.87	79,833.43	30.00	11,599.89	184,473.67	107,577.37	13,736.22	8,473.28	24,711.59	*155,932.30	8
Avon,	496.80	190.20	106.68	645.74	.....	.....	.....	1,439.42	1,308.66	93.76	.....	37.00	1,439.42	0
Berlin,	1,304.10	177.50	518.00	2,373.34	.....	30.00	111.89	4,514.83	3,586.00	393.81	115.57	196.17	*4,384.05	0
Bloomfield,	632 50	336.10	.....	1,053.65	.....	8.40	5.00	2,035.65	1,934.06	123.69	.....	36.00	*2,107.15	0
Bristol,	2,421.90	270.44	110.00	6,742.45	3,638.32	.....	452.27	13,635.38	9,452.95	956.70	125.88	1,663.28	*12,265.81	4
Burlington,	669.30	56.53	32.05	951.63	221.50	56.25	5.25	1,992.51	1,602.46	105.65	152.63	87.95	1,948.69	2
Canton,	1,216.70	112.50	.....	3,750.41	2,530.16	.....	340.25	7,950.02	5,716.32	700.68	647.57	110.00	*7,704.57	2
East Granby,	393.30	125.03	.....	642.57	.....	5.00	5.00	1,170.90	1,021,55	108.35	2.00	30.00	*1,172.90	0
East Hartford,	1,704.30	287.00	.....	4,109.77	950.00	54.20	459.76	7,565.03	5,396.01	578.27	461.99	406.12	*8,443.53	1
East Windsor,	1,952.70	335.00	.....	2,558.57	4,137.00	32.75	15.00	9,031.02	4,449.51	463.03	63.93	2,161.80	*7,168.27	2
Enfield,	8,857.10	512.12	.....	4,817.11	5,518.29	9.00	209.57	14,923.19	10,002.39	1,373.58	566.35	735.27	*12,754.59	8
Farmington,	1,603.10	244.12	476.77	4,951.22	891.71	.....	1,290.00	9,456.92	6,010.04	884.16	222.83	347.51	*8,827.64	2
Glastonbury,	1,826.20	485.76	.....	2,962.64	.....	59.50	67.50	5,401.60	4,577.11	467.77	78.22	268.50	*5,401.60	0
Granby,	699.20	296.12	.....	1,351.28	.....	114.00	20.00	2,480.60	2,245.92	128.76	13.60	74.00	*2,503.53	0
Hartland,	331.20	183.80	.....	570.22	.....	13.50	.....	1,098.72	994.21	68.51	.....	36.00	1,098.72	0
Manchester,	3,650.10	219.97	.....	4,439.16	.....	523.28	2,787.25	11,619.76	7,649.66	816.33	274.47	2,061.93	*10,816.62	0
Marlborough,	188.60	110.00	59.87	306.00	.....	.....	33.30	697.77	640.00	36.87	.75	15.00	692.62	0
New Britain,	7,585.40	357.50	.....	29,475.56	.....	.....	135.00	37,553.46	17,833.56	1,140.16	541.76	4,767.98	*37,553.46	0
Newington,	499.10	89.77	.....	600.19	1,341.29	.....	43.00	2,573.35	1,049.90	115.32	31.01	24.00	*2,510.89	2
Plainville,	890.10	.....	.....	2,422.23	.....	40.00	40.00	3,392.33	2,741.00	424.19	.....	48.00	*3,283.19	0
Rocky Hill,	625.60	177.19	.....	581.96	.....	.....	.....	1,384.75	1,167.75	165 50	1.98	45·04	1,379.27	0
Simsbury,	816.50	271.01	37.40	1,949.91	190.19	16.00	35.00	3,316.01	2,872.68	281.33	6.00	130.00	*3,316.01	1
Southington,	3,275.20	308.09	561.90	8,328.52	9,499.98	.....	309.01	22,282.70	10,901.93	1,199.95	716.72	8,743.97	*21,632.57	4
South Windsor,	885.50	252.55	29.40	2,301.35	329.69	.....	5.00	3,803.49	3,063.29	285.11	531.67	156.01	*4,046.58	2
Suffield,	1,665.20	150.95	.....	3,428.08	900.00	10.00	1.20	6,155.43	4,545.68	520.86	112.65	366.37	*6,465.56	1
West Hartford,	828.00	99.60	25.50	2,899.29	1,098.03	.....	127.36	5,077.78	3,327.89	219.42	59.54	705.32	*4,417.17	4
Wethersfield,	844.10	214.62	909.20	1,591.27	.....	5.00	19.25	3,583.44	2,752.70	307.48	339.79	137.40	*3,547.37	0
Windsor,	1,729.60	199.95	.....	4,372.66	662.02	52.91	25.00	7,042.14	5,791.00	555.91	468.30	991.37	*7,895.58	4
Windsor Locks,	1,444.40	191.00	.....	3,306.57	.....	.....	.....	4,941.97	3,959.50	579.63	400.34	2.50	4,941.97	0
	$66,235.40	7,663.30	2,866.77	172,885.22	111,741.61	1,059.79	18,141.75	380,593.84	234,171.10	26,831.00	14,408.83	49,096.08	*345,641.63	47

☞For explanations, see pages 127-129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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NEW HAVEN COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
New Haven City,	------	----------	1	26	174	200.00	13,895	9,527	9,729	308	11,232	1,671	1,300	8,430	7,853	16	16	209	209	$170.94	$51.10	223	21
" Westville,	------	----------	1	1	7	200.00	341	280	261	3	324	9	11	214	210	1	1	6	6	100.00	46.25	7	0
" complete,	62,882	$45,760,809	2	27	181	200.00	14,236	9,807	9,990	311	11,556	1,680	1,311	8,644	8,063	17	17	215	215	166.77	50.96	230	21
Beacon Falls,	379	269,702	3	2	2	150.00	69	57	53	2	63	0	10	32	30	0	0	1	1	-------	26.25	1	0
Bethany,	637	300,677	5	5	5	149.00	118	100	92	10	124	0	5	69	66	1	0	4	5	27.20	23.64	2	0
Branford,	3,047	1,296,472	1	13	16	188.56	750	578	481	12	643	10	113	423	349	1	1	15	15	105.27	28.00	16	1
Cheshire,	2,284	1,231,028	12	12	14	180.00	547	400	358	10	475	45	27	285	262	4	4	10	10	37.12	30.65	13	2
Derby,	11,649	3,705,405	6	8	39	200.00	2,994	2,247	2,091	43	2,611	20	400	1,719	1,537	6	6	39	39	83.33	40.18	45	0
East Haven,	3,067	2,206,915	7	7	11	178.00	609	376	345	1	470	56	85	273	260	2	2	9	9	62.75	35.33	11	2
Guilford,	2,782	1,479,844	11	11	15	167.33	579	514	396	20	575	5	40	419	307	4	1	12	15	42.00	27.04	9	3
Hamden,	3,408	1,547,090	13	13	15	190.00	713	516	411	10	620	56	49	372	290	3	2	12	13	32.00	32.00	15	2
Madison,	1,669	787,772	12	12	12	157.00	351	300	256	14	329	19	26	232	181	3	0	9	12	26.67	24.32	8	0
Meriden,	18,340	8,890,848	12	12	47	200.00	4,043	2,465	2,315	57	2,918	936	247	1,868	1,805	8	8	39	39	104.38	44.74	45	2
Middlebury,	687	317,729	6	5	5	154.75	162	131	103	7	142	8	25	98	67	1	0	4	4	28.00	27.00	2	0
Milford,	3,347	1,165,132	1	5	10	196.50	636	458	393	21	526	31	100	378	325	1	1	10	10	90.00	31.90	10	0
Naugatuck,	4,272	1,512,489	6	9	15	200.00	935	721	686	11	873	6	82	562	498	3	3	12	12	68.67	35.33	15	3
N. Branford,	1,025	497,609	7	7	7	151.71	188	182	140	15	201	1	13	144	100	1	0	6	7	43.00	30.51	5	1
North Haven,	1,763	756,667	8	8	9	180.00	344	274	238	7	314	2	36	216	165	2	2	7	6	31.14	27.86	8	3
Orange,	3,341	2,024,293	8	9	15	186.67	756	542	514	17	613	36	131	425	385	0	0	15	15	-------	38.59	15	2
Oxford,	1,120	392,939	12	12	12	140.00	252	242	214	18	273	0	13	167	141	4	3	8	9	24.97	20.38	4	3
Prospect,	492	181,955	5	4	4	144.17	81	79	68	0	92	0	6	59	51	0	0	4	3	-------	22.29	3	1
Seymour,	2,318	902,704	1	8	10	195.00	556	457	423	10	519	0	47	373	356	1	1	9	9	87.18	31.78	9	3
Southbury,	1,740	625,880	10	9	9	170.00	294	211	170	3	267	0	30	145	116	3	0	6	9	22.67	22.27	2	0
Wallingford,	4,656	2,309,139	9	11	19	165.26	1,073	861	815	20	972	3	125	623	532	2	2	16	16	56.00	34.48	17	0
Waterbury,	20,269	7,810,731	10	22	47	195.09	4,338	2,755	2,650	56	3,506	399	555	2,525	2,369	4	4	49	49	117.50	38.66	52	2
Wolcott,	493	225,576	6	6	6	150.00	102	94	77	1	106	0	3	67	49	0	0	6	6	-------	26.25	1	0
Woodbridge,	829	432,534	6	6	6	177.83	183	161	116	13	175	7	20	117	84	2	2	4	4	40.00	38.37	6	0
25 TOWNS.	156,526	$86,631,939	179	248	531	188.74	34,909	24,528	23,395	689	28,963	3,320	3,499	20,235	18,388	73	59	521	532	$91.70	$41.36	544	51

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	
New Haven City,	$31,958.50	1,646.29	------	44,929.63	115,367.61	------	2,284.58	196,186.61	134,148.32	18,401.85	2,873.49	7,965.28	*190,893.62	1
" Westville,	784.30	38.00	------	1,037.20	2,820.00	------	15.00	4,694.50	3,775.00	273.99	65.64	650.00	*4,807.83	1
" complete,	32,742.80	1,684.29	------	45,966.83	118,187.61	------	2,299.58	200,881.11	137,923.32	18,675.84	2,939.13	8,615.28	*195,701.45	2
Beacon Falls,	158.70	128.70	------	263.23	--------	------	------	550.63	489.69	44.23	------	16.71	550.63	0
Bethany,	271.40	220.66	14.00	708.26	--------	5.00	5.00	1,224.32	985.11	97.79	------	36.15	*2,429.05	0
Branford,	1,725.00	191.08	43.20	9,973.60	--------	------	------	11,932.88	4,980.20	412.94	298.29	241.45	*11,932.88	0
Cheshire,	1,258.10	242.45	------	2,989.00	--------	20.00	10.00	4,519.55	4,111.75	250.05	------	114.00	4,495.80	0
Derby,	6,886.20	238.83	------	10,047.93	11,599.72	65.00	670.93	29,508.61	20,258.20	2,768.00	1,689.37	2,166.06	*29,325.44	5
East Haven,	1,400.70	292.35	------	2,782.64	1,475.00	------	10.00	5,960.69	3,882.00	358.00	------	235.60	*9,488.25	1
Guilford,	1,331.70	361.00	66.00	2,611.17	--------	7.00	336.05	4,712.92	4,128.56	363.18	53.44	99.46	*4,684.64	0
Hamden,	1,639.90	256.73	------	3,135.68	--------	20.00	20.00	5,072.31	4,482.86	440.45	------	109.00	*5,065.81	0
Madison,	807.30	295.56	------	1,456.35	800.00	11.60	.75	3,371.56	2,301.92	202.83	15.21	51.60	*3,371.56	1
Meriden,	9,298.90	251.17	------	22,310.26	11,876.56	89.63	389.82	44,216.34	25,860.91	1,884.48	678.68	5,658.31	*35,653.92	4
Middlebury,	372.60	126.00	------	550.07	--------	------	.25	1,048.92	959.50	61.17	------	28.25	1,048.92	0
Milford,	1,462.80	461.94	140.00	3,086.00	--------	------	------	5,150.74	4,000.00	870.01	479.72	86.00	*5,435.73	0
Naugatuck,	2,150.50	74.40	------	5,342.11	391.20	10.00	76.00	8,044.21	6,259.64	588.12	213.55	1,286.67	*8,413.98	2
North Branford,	432.40	168.28	65.45	1,122.66	--------	------	63.98	1,852.77	1,652.58	164.19	------	36.00	1,852.77	0
North Haven,	791.20	197.52	------	1,435.12	1,008.02	23.00	20.00	3,474.86	2,137.00	205.00	939.57	127.60	*3,452.17	3
Orange,	1,738.80	179.91	------	3,964.93	--------	50.00	15.00	5,948.64	5,241.45	581.79	35.40	96.50	*6,020.14	0
Oxford,	579.60	254.50	22.79	1,094.16	151.57	39.10	29.56	2,171.28	1,838.18	114.53	95.57	123.00	2,171.28	2
Prospect,	186.30	100.00	------	315.40	148.29	10.50	10.00	770.49	571.50	27.20	138.23	14.00	*771.43	2
Seymour,	1,278.80	109.56	10.00	2,982.77	--------	120.00	35.00	4,536.13	3,578.00	233.00	55.12	207.27	*4,536.13	0
Southbury,	676.20	239.93	------	1,025.63	517.50	------	------	2,459.26	1,728.57	143.19	517.50	70.00	2,459.26	2
Wallingford,	2,467.90	372.61	------	3,080.88	9,592.54	------	215.15	15,729.08	5,807.53	776.80	92.18	4,294.21	*11,780.18	3
Waterbury,	9,977.40	350.09	50.00	6,888.23	35,084.67	116.75	710.49	53,177.63	23,106.01	11,823.31	826.55	575.72	*46,761.13	1
Wolcott,	234.60	129.90	474.10	522.19	--------	5.00	5.00	1,370.79	1,231.30	105.49	------	24.00	*1,370.79	0
Woodbridge,	420.90	149.64	------	1,631.71	--------	30.00	31.25	2,263.50	1,986.67	109.49	34.86	73.82	*2,249.84	0
	$80,290.70	7,077.10	885.54	135,286.81	190,832.68	622.58	4,953.81	419,949.22	269,502.45	41,301.08	9,102.37	24,386.66	*401,023.18	28

☞For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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NEW LONDON COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	SCHOLARS.									TEACHERS.						Contin. Employed.	Beginners.
							Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.			
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
New London,	10,529	$6,531,594	1	9	24	200.00	2,089	1,779	1,727	73	2,067	53	42	1,306	1,361	3	3	38	38	$120.00	$38.03	39	2
Norwich Town,	------	----------	1	3	5	197.50	331	234	236	6	310	10	17	183	178	1	1	5	4	110.00	36.00	4	2
" Central,	------	----------	1	6	26	200.00	1,507	1,086	1,095	18	1,242	122	181	962	980	3	3	31	31	150.00	47.81	33	1
" W. Chelsea,	------	----------	1	4	14	200.00	927	702	675	4	855	23	53	519	540	3	3	17	17	56.67	35.59	13	7
" other Dist's,	------	----------	9	10	36	190.00	1,234	1,496	1,376	23	1,890	192	174	1,195	1,096	7	5	29	31	68.67	32.68	32	6
" complete,	21,141	13,431,430	12	23	81	195.40	4,999	3,518	3,382	51	4,297	347	405	2,859	2,794	14	12	82	83	87.85	39.15	82	16
Bozrah,	1,155	557,281	7	6	6	150.17	278	241	182	15	268	2	35	175	125	3	1	3	5	31.54	29.44	1	4
Colchester,	2,974	1,395,209	12	12	17	175.59	611	498	452	36	581	4	17	392	351	7	2	10	15	48.22	26.63	8	8
East Lyme,	1,731	564,318	9	9	10	144.40	428	359	254	24	387	37	30	255	187	7	2	3	8	34.50	20.90	3	0
Franklin,	686	309,191	7	7	7	168.71	141	120	86	8	138	5	6	97	65	4	0	3	7	23.50	19.45	3	4
Griswold,	2,745	1,246,742	14	12	16	156.88	654	457	395	26	661	5	16	363	293	8	1	8	15	35.34	30.91	10	6
Groton,	5,127	2,122,059	11	11	20	181.30	1,110	917	776	64	1,082	45	47	711	584	10	5	10	14	44.84	28.85	12	3
Lebanon,	1,845	1,103,172	16	15	15	150.67	411	372	257	43	431	12	41	291	202	12	1	3	14	29.08	18.73	2	7
Ledyard,	1,373	521,949	14	14	14	142.00	325	307	201	39	353	0	23	236	145	12	0	2	13	23.89	13.08	1	8
Lisbon,	630	288,291	5	5	5	127.50	86	94	76	9	103	0	0	65	54	2	0	3	4	21.88	22.22	0	0
Lyme,	1,025	302,381	7	7	7	153.86	244	197	166	13	225	10	28	152	122	4	2	3	5	23.89	20.72	4	1
Montville,	2,666	1,055,995	12	12	14	152.86	622	476	443	31	583	9	61	347	300	4	2	10	12	45.83	27.49	8	1
No. Stonington,	1,769	741,516	15	15	15	137.26	382	347	303	26	414	2	27	269	215	12	4	3	10	26.29	20.03	4	3
Old Lyme,	1,387	459,248	8	8	8	161.50	354	271	207	15	302	52	15	194	134	4	0	4	8	25.10	17.59	1	5
Preston,	2,519	870,288	12	12	17	155.29	627	571	458	36	628	11	23	432	351	10	3	7	13	26.77	20.15	9	3
Salem,	574	271,457	8	8	8	130.00	144	128	80	13	152	1	14	92	57	3	1	5	7	24.43	20.17	4	3
Sprague,	3,207	1,196,677	5	5	9	179.44	1,030	317	271	23	415	413	284	260	191	4	3	5	6	65.65	28.67	6	3
Stonington,	7,353	4,851,163	17	17	33	170.09	1,641	1,275	1,160	36	1,497	85	110	977	883	11	7	23	26	50.71	33.14	25	5
Waterford,	2,701	1,003,788	11	11	13	153.18	596	509	447	23	559	11	48	367	311	6	1	7	12	35.43	28.97	12	7
20 TOWNS.	73,137	$38,823,749	203	218	339	169.99	16,772	12,753	11,323	604	15,143	1,104	1,272	9,840	8,725	140	50	232	315	$46.33	$31.31	234	89

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	25	26	27	28	29	30	31	32	33	34	35	36	37	
TOWNS.	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	
New London,	$4,804.70	560.66	2,862.00	15,400.00	.....	.....	194.80	23,822.16	18,066.00	638.96	1,666.15	3,487.43	*24,208.57	0
Norwich Town,	761.30	52.84	.....	1,045.91	1,206.90	.....	245.69	3,312.64	2,746.00	111.98	55.47	262.40	3,175.85	1
" Central,	3,466.10	240.59	.....	4,360.95	16,638.00	.....	75.00	24,780.64	19,665.40	2,682.90	968.90	1,180.13	*24,592.33	1
" W. Chelsea,	2,132.10	148.00	.....	2,810.22	6,126.62	.....	35.50	11,252.44	7,105.20	1,443.93	722.23	1,929.22	*11,252.44	1
" other Dist's,	5,138.20	356.65	.....	6,982.92	9,157.31	15.00	307.89	21,957.97	13,894.21	1,880.56	779.49	4,535.63	*21,144.89	3
" complete,	11,497.70	798.08	.....	15,200.00	33,128.83	15.00	664.08	61,303.69	43,410.81	6,119.37	2,526.09	7,907.38	*60,165.51	6
Bozrah,	639.40	166.50	.....	673.69	.....	.....	87.31	1,566.90	1,328.07	103.52	24.31	111.00	1,566.90	0
Colchester,	1,405.30	229.50	10.00	3,654.08	.....	16.98	31.80	5,347.66	5,001.86	228.35	2.15	176.18	*5,419.54	0
East Lyme,	984.40	24.00	133.90	1,137.23	1,490.00	15.00	63.42	3,847.95	2,014.87	133.61	400.00	40.00	*3,427.48	2
Franklin,	324.30	127.47	243.95	542.60	100.00	12.00	.....	1,350.32	1,127.00	69.82	112.00	41.50	1,350.32	1
Griswold,	1,504.20	340.86	30.00	2,504.29	1,236.57	.....	.....	5,615.92	3,657.95	369.38	194.67	640.40	*4,865.40	1
Groton,	2,553.00	410.36	.....	4,140.71	2,412.22	300.00	60.56	9,876.85	6,450.54	435.71	319.21	631.76	*10,306.22	3
Lebanon,	945.30	384.71	97.79	1,673.08	41.36	111.12	.....	3,253.36	2,790.34	202.83	99.67	140.00	3,232.84	2
Ledyard,	747.50	322.69	57.04	661.76	.....	194.34	.....	1,983.33	1,742.02	129.03	75.13	37.15	1,983.33	0
Lisbon,	197.80	83.15	22.85	529.75	.....	.....	.....	833.55	721.95	63.60	.....	48.00	833.55	0
Lyme,	561.20	246.77	.....	441.10	.....	4.63	.....	1,253.70	1,151.43	70.27	.....	32.00	1,253.70	0
Montville,	1,430.60	303.88	.....	1,903.50	866.91	20.00	20.00	4,549.89	3,704.53	305.76	272.12	84.75	*4,407.16	3
No. Stonington,	878.60	395.28	53.29	1,433.61	.....	144.17	30.00	2,934.95	2,535.33	181.35	112.17	106.10	2,934.95	0
Old Lyme,	814.20	221.00	.....	289.80	.....	.....	.....	1,325.00	1,200.00	80.00	120.00	45.00	1,445.00	0
Preston,	1,442.10	186.80	61.70	2,080.83	2,008.28	.....	.....	5,779.71	3,614.32	349.46	79.52	373.88	4,417.18	3
Salem,	331.20	147.78	.....	526.29	.....	.....	.....	1,005.27	913.41	56.86	.....	35.00	1,005.27	0
Sprague,	2,369.00	154.05	.....	650.28	425.72	12.75	63.00	3,674.80	2,670.24	370.59	699.55	132.50	*3,895.63	0
Stonington,	3,774.30	528.15	.....	6,053.71	4,999.62	19.50	165.26	15,540.54	13,240.91	519.46	567.45	1,573.40	*15,966.22	4
Waterford,	1,370.80	365.00	.....	1,679.73	151.69	25.00	35.60	3,627.82	2,989.13	296.35	68.15	248.66	*3,662.29	1
	$38,575.60	5,996.69	3,572.52	61,181.04	46,861.20	890.49	1,415.83	158,493.37	118,330.71	10,724.28	7,338.34	15,892.09	*156,347.06	26

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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NEW LONDON COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
								Registered.						Av. Attend.		Male.		Female.		Wages, Month.			
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '80.	W.	S.	Over 16.	Diff'nt Schol. Reg.	Private Schools.	In no School.	W.	S.	W.	S.	W.	S.	Male.	Fem.	Contin. Employed.	Beginners.
New London,	10,529	$6,531,594	1	9	24	200.00	2,089	1,779	1,727	73	2,067	53	42	1,306	1,361	3	3	38	38	$120.00	$38.03	39	2
Norwich Town,	------	----------	1	3	5	197.50	331	234	236	6	310	10	17	183	178	1	1	5	4	110.00	36.00	4	2
" Central,	------	----------	1	6	26	200.00	1,507	1,086	1,095	18	1,242	122	181	962	980	3	3	31	31	150.00	47.81	33	1
" W. Chelsea,	------	----------	1	4	14	200.00	927	702	675	4	855	23	53	519	540	3	3	17	17	56.67	35.59	13	7
" other Dist's,	------	----------	9	10	36	190.00	1,234	1,496	1,376	23	1,890	192	174	1,195	1,096	7	5	29	31	68.67	32.68	32	6
" complete,	21,141	13,431,430	12	23	81	195.40	4,999	3,518	3,382	51	4,297	347	405	2,859	2,794	14	12	82	83	87.85	39.15	82	16
Boxrah,	1,155	557,281	7	6	6	150.17	278	241	182	15	268	2	35	175	125	3	1	3	5	31.54	29.44	1	4
Colchester,	2,974	1,395,209	12	12	17	175.59	611	498	452	36	581	4	17	392	351	7	2	10	15	48.22	26.63	8	8
East Lyme,	1,731	564,318	9	9	10	144.40	428	359	254	24	387	37	30	255	187	7	2	3	8	34.50	20.90	3	0
Lisbon,	686	309,191	7	7	7	168.71	141	120	86	8	138	5	6	97	65	4	0	3	7	23.50	19.45	3	4
[illegible]	2,745	1,246,742	14	12	16	156.88	654	457	395	26	661	5	16	363	293	8	1	8	15	35.34	30.91	10	6
[illegible]	[illegible]	2,122,059	11	11	20	181.30	1,110	917	776	64	1,082	45	47	711	584	10	5	10	14	44.84	28.85	12	3
[illegible]	[illegible]	1,103,172	16	15	15	150.67	411	372	257	43	431	12	41	291	202	12	1	3	14	29.08	18.73	2	7
[illegible]	[illegible]	521,949	14	14	14	142.00	325	307	201	39	353	0	23	236	145	12	0	2	13	23.89	13.08	1	8
[illegible]	[illegible]	[illegible],791	5	5	5	127.50	86	94	76	9	103	0	0	65	54	2	0	3	4	21.88	22.22	0	0
[illegible]	[illegible]	[illegible],381	7	7	7	153.86	244	197	166	13	225	10	28	152	122	4	2	3	5	23.89	20.72	4	1
[illegible]	[illegible]	[illegible]	12	12	14	152.86	622	476	443	31	583	9	61	347	300	4	2	10	12	45.83	27.49	8	1
[illegible]	[illegible]	[illegible]	15	15	15	137.26	382	347	303	26	414	2	27	269	215	12	4	3	10	26.29	20.03	4	3
[illegible]	[illegible]	[illegible]	8	8	8	161.50	354	271	207	15	302	52	15	194	134	4	0	4	8	25.10	17.59	1	5
[illegible]	[illegible]	[illegible]	12	12	17	155.29	627	571	458	36	628	11	23	432	351	10	3	7	13	26.77	20.15	9	3
[illegible]	[illegible]	[illegible]	8	8	8	130.00	144	128	80	13	152	1	14	92	57	3	1	5	7	24.43	20.17	4	3
[illegible]	[illegible]	[illegible]	6	5	9	179.44	1,030	317	271	23	415	413	284	260	191	4	3	5	6	65.65	28.67	6	3
[illegible]	[illegible]	[illegible]	17	17	33	170.09	1,641	1,275	1,160	36	1,497	85	110	977	883	11	7	23	26	50.71	33.14	25	5
[illegible]	[illegible]	[illegible]	11	11	13	153.18	596	509	447	23	559	11	48	367	311	6	1	7	12	35.43	28.97	12	7
[illegible]	[illegible]	[illegible]	[illegible]	218	339	169.99	16,772	12,753	11,323	604	15,143	1,104	1,272	9,840	8,725	140	50	232	315	$46.33	$31.31	234	89

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	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.							EXPENSES.					
	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	Districts Taxing.
[illegible]		2,862.00	15,400.00	.....	.....	194.80	23,822.16	18,066.00	638.96	1,666.15	3,487.43	*24,208.57	0
[illegible]			1,045.91	1,206.90	.....	245.69	3,312.64	2,746.00	111.98	55.47	262.40	3,175.85	1
[illegible]			4,360.95	16,638.00	.....	75.00	24,780.64	19,665.40	2,682.90	968.90	1,180.13	*24,592.33	1
[illegible]			2,819.22	6,126.62	.....	35.50	11,252.44	7,105.20	1,443.93	722.23	1,929.22	*11,252.44	1
[illegible]			6,982.92	9,151.31	15.00	307.89	21,957.97	13,894.21	1,880.56	779.49	4,535.63	*21,144.89	3
Brookfield,													
Darien,													
Easton,			15,200.00	33,128.83	15.00	664.08	61,303.69	43,410.81	6,119.37	2,526.09	7,907.38	*60,165.51	6
Fairfield,	1,9[illegible]		[illegible]	.....	.....	87.31	1,566.90	1,328.07	103.52	24.31	111.00	1,566.90	0
Greenwich,	4,340.[illegible]		[illegible]	[illegible]	16.98	31.80	5,347.60	5,001.86	228.35	2.15	176.18	*5,419.54	0
Huntington,	1,299.50		[illegible]	[illegible]	15.00	63.42	3,841.95	2,014.87	133.61	400.00	40.00	*3,427.48	2
Monroe,	510.60	15[illegible]	[illegible]	[illegible]	12.00	.....	1,350.32	1,127.00	69.82	112.00	41.50	1,350.32	1
New Canaan,	1,462.80	305.9[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5,615.92	3,657.95	269.28	104.67	640.40	*4,885.40	1
New Fairfield,	370.30	136.00	[illegible]	[illegible]	[illegible]	60.56	9,876.85	6,450.54	435.71	319.21	631.76	*10,306.22	3
Newtown,	2,438.00	606.96	.....	[illegible]	[illegible]	[illegible]	3,263.86	2,190.34	202.83	99.67	140.00	3,232.84	2
Norwalk,	7,153.00	472.62	200.00	[illegible]	[illegible]	[illegible]	1,085.30	1,742.02	129.03	15.13	97.15	1,983.33	0
Reading,	664.70	259.81	20.00	[illegible]	[illegible]	[illegible]	1,000.00	721.95	62.60	.....	48.00	833.55	0
Ridgefield,	989.00	337.81	.....	2,0[illegible]	[illegible]	[illegible]	1,000.00	1,101.43	16.27	.....	32.00	1,253.70	0
Sherman,	335.80	144.00	.....	756.[illegible]	[illegible]	[illegible]	1,000.00	5,705.02	605.76	272.12	84.75	*4,407.16	3
Stamford,	5,862.70	551.37	157.90	22,468.44	[illegible]	[illegible]	1,000.00	1,000.00	181.33	112.11	106.10	2,934.95	0
Stratford,	2,063.10	315.55	140.00	4,574.71	[illegible]	[illegible]	1,000.00	1,000.00	70.00	120.00	45.00	1,445.00	0
Trumbull,	591.10	191.39	84.34	1,254.34	.....	[illegible]	1,000.00	1,000.00	10.82	373.98	32.38	1,417.18	3
Weston,	439.30	179.92	95.97	513.87	.....	[illegible]	1,000.00	1,000.00	70.00	35.00	30.00	1,005.27	0
Westport,	1,892.90	336.55	.....	3,371.29	.....	[illegible]	1,000.00	1,000.00	70.00	100.00	129.60	*3,895.63	0
Wilton,	924.60	323.15	.....	1,486.32	.....	[illegible]	1,000.00	1,000.00	70.00	1,619.40	1,619.40	*15,968.22	1
[illegible]					

WINDHAM COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
								Registered.						Av. Attend.		Male.		Female.		Wages, Month.			
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '80.	W.	S.	Over 16.	Diff'nt Schol. Reg.	Private Schools.	In no School.	W.	S.	W	S.	W.	S.	Male.	Female.	Contin. Employed.	Beginners.
Brooklyn,	2,308	$1,568,393	9	9	14	165.71	494	372	326	21	490	4	61	283	255	4	1	10	13	$37.00	$36.28	6	1
Ashford,	1,041	319,283	10	10	10	144.00	228	193	140	27	233	0	22	144	109	5	2	5	8	23.81	20.18	3	0
Canterbury,	1,272	562,843	11	11	11	145.64	298	288	185	27	324	0	18	218	140	8	3	3	8	27.77	23.27	3	2
Chaplin,	627	242,260	4	4	4	151.25	137	114	97	11	140	0	7	92	73	4	1	0	3	26.63	25.95	1	0
Eastford,	855	237,099	8	8	8	135.00	205	176	140	13	195	1	23	109	101	5	0	3	8	23.63	20.82	4	3
Hampton,	827	383,490	7	7	7	145.71	196	186	115	16	216	0	3	145	78	5	1	2	6	23.28	17.50	2	1
Killingly,	6,921	2,234,527	15	15	29	183.79	1,521	1,106	959	65	1,395	0	207	911	694	10	7	19	22	49.74	30.24	24	1
Plainfield,	4,021	1,929,397	13	13	17	171.47	905	573	468	36	761	89	88	441	332	6	3	11	14	46.37	29.76	16	5
Pomfret,	1,470	796,859	8	8	8	144.63	290	250	197	23	291	2	19	182	149	4	2	4	6	28.09	23.56	2	4
Putnam,	5,827	1,814,571	6	7	14	176.43	1,472	466	417	52	593	567	374	391	328	4	4	10	10	85.63	37.53	14	2
Scotland,	590	339,849	5	5	5	139.00	104	107	74	2	114	0	4	89	56	2	0	3	5	30.00	20.56	2	3
Sterling,	957	312,464	9	9	9	143.89	255	201	161	14	240	0	30	143	115	5	2	4	7	26.29	23.60	6	4
Thompson,	5,051	1,830,277	13	13	19	155.32	1,255	743	628	14	974	203	93	602	480	9	6	10	12	39.54	33.27	17	8
Voluntown,	1,186	220,963	9	9	10	131.00	340	257	205	13	293	0	70	180	150	5	2	5	8	28.79	21.85	4	2
Windham,	8,265	3,505,539	11	11	25	178.40	1,572	912	826	68	1,169	405	86	724	625	11	8	18	19	56.61	30.72	27	4
Woodstock,	2,639	1,005,822	17	17	17	140.00	588	484	349	41	558	28	43	391	260	10	2	7	15	30.10	24.98	5	2
16 TOWNS.	43,857	$17,303,636	155	156	207	159.57	9,860	6,428	5,287	443	7,986	1,299	1,148	5,045	3,945	97	44	114	164	$39.72	$28.39	136	42

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total,	
Brooklyn,	$1,136.20	$225.00	18.54	3,419.47	1,680.65	10.00	169.17	6,659.03	4,346.62	295.54	347.85	228.73	*5,238.74	2
Ashford,	524.40	160.11	------	1,129.84	--------	10.00	------	1,824.35	1,658.38	105.97	-------	60.00	1,824.35	0
Canterbury,	685.40	144.85	19.20	1,356.51	414.64	75.91	------	2,696.51	2,063.49	123.27	455.31	45.00	2,687.07	3
Chaplin,	315.10	124.36	------	529.13	--------	45.53	------	1,014.12	895.34	55.25	33.03	30.50	1,014.12	0
Eastford,	471.50	189.66	------	504.95	--------	26.00	10.00	1,202.11	1,062.64	65.47	-------	38.00	*1,202.11	0
Hampton,	450.80	143.97	27.57	573.48	45.00	5.00	15.00	1,260.82	1,086.13	79.69	35.15	30.00	*1,259.77	1
Killingly,	3,498.30	461.82	------	7,247.42	2,980.86	23.19	132.75	14,344.34	9,889.31	1,007.88	815.21	1,530.49	*13,344.34	4
Plainfield,	2,081.50	327.21	------	3,161.10	1,209.26	24.13	15.00	6,818.20	5,051.20	406.11	1,188.90	111.00	*6,796.34	2
Pomfret,	667.00	272.50	------	783.64	40.00	------	9.00	1,772.14	1,542.26	123.88	40.00	66.00	1,772.14	1
Putnam,	3,385.60	259.04	13.98	3,922.94	--------	315.57	15.00	7,912.13	6,414.91	786.85	318.70	245.67	*7,913.13	0
Scotland,	239.20	66.39	89.70	538.36	118.22	------	------	1,051.87	856.84	60.06	118.22	16.75	1,051.87	3
Sterling,	586.50	193.00	------	1,067.47	143.00	------	------	1,989.97	1,706.81	97.91	143.00	42.00	1,989.72	2
Thompson,	2,886.50	293.46	------	2,438.15	559.85	160.00	26.76	6,364.72	5,234.15	441.68	363.53	190.00	*6,280.21	4
Voluntown,	782.00	162.86	------	867.15	43.00	------	30.00	1,885.01	1,658.10	105.91	43.00	48.00	*1,869.51	1
Windham,	3,615.60	354.94	71.42	4,213.44	5,102.54	75.61	420.82	13,854.37	9,551.96	1,403.75	179.91	699.50	*12,408.74	4
Woodstock,	1,352.40	514.00	24.00	1,675.93	--------	25.55	5.00	3,596.88	3,142.69	273.64	-------	155.00	*3,595.38	0
	$22,678.00	3,893.17	264.41	33,428.98	12,337.02	796.49	848.50	74,246.57	56,160.83	5,432.86	4,081.81	3,536.64	*70,247.54	27

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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LITCHFIELD COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
TOWNS.	Population, 1880.	Grand List. 1879.	No. of Districts.	No. of Schools.	Depart-ments.	Av. Length.	SCHOLARS.									TEACHERS.						Contin. Employed.	Beginners.
							Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Priv'te Schools	In no School	Av. Attend.		Male.		Female.		Wages, Month.			
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Female.		
Litchfield,	3,410	$1,876,581	1	20	22	150.00	712	522	472	40	663	70	45	305	326	11	5	11	12	$30.00	$22.00	11	4
Barkhamsted,	1,298	425,895	11	11	12	132.50	288	257	225	15	306	8	17	178	161	3	2	9	10	25.47	20.49	3	3
Bethlehem,	655	453,152	8	8	8	166.33	137	116	79	6	132	3	8	98	60	4	0	4	6	25.25	20.07	2	1
Bridgewater,	708	428,784	5	5	6	190.67	191	159	124	12	185	0	15	118	69	3	1	3	5	33.58	25.98	5	3
Canaan,	1,157	542,267	10	7	7	175.71	233	158	121	3	188	14	31	111	81	3	0	4	7	22.67	21.45	7	1
Colebrook,	1,148	414,870	10	10	11	157.27	301	258	228	13	314	0	23	182	155	5	2	6	9	23.43	20.60	5	1
Cornwall,	1,583	637,915	16	15	15	161.87	430	331	283	11	401	16	23	274	222	6	1	9	14	31.69	23.59	8	1
Goshen,	1,093	753,083	12	11	11	150.00	272	221	156	9	243	12	23	166	109	4	0	7	9	25.50	21.13	0	0
Harwinton,	1,016	473,577	12	12	12	144.17	242	191	163	2	251	0	9	142	114	3	1	9	11	25.25	21.90	10	5
Kent,	1,622	482,860	13	13	13	175.62	370	323	285	22	397	7	9	218	155	9	2	4	11	23.96	19.69	5	1
Morris,	627	373,868	6	6	6	163.00	158	140	91	15	174	1	4	105	74	3	0	3	6	28.00	23.47	3	1
New Hartford	3,302	1,063,759	9	9	13	175.31	771	481	477	32	658	2	152	372	349	7	3	6	10	43.59	30.06	11	2
New Milford,	3,907	1,916,027	18	18	21	193.33	828	669	577	20	814	17	39	457	350	13	1	8	21	38.78	24.00	7	6
Norfolk,	1,418	772,852	11	11	12	152.92	339	294	256	2	344	0	14	230	205	2	1	10	11	37.33	23.42	8	0
North Canaan	1,537	699,360	5	5	8	174.13	389	312	290	20	358	26	25	239	213	3	2	5	6	48.44	27.02	7	0
Plymouth,	2,350	961,053	8	8	13	175.38	546	435	377	18	530	6	31	333	285	3	3	10	10	57.00	35.79	10	2
Roxbury,	950	486,511	7	7	7	156.43	188	165	149	13	196	0	7	105	80	5	0	2	7	27.50	18.11	0	4
Salisbury,	3,715	1,914,109	13	13	18	193.22	855	612	519	41	808	25	58	441	374	2	2	16	16	27.25	27.50	18	1
Sharon,	2,580	1,290,854	18	18	18	200.00	624	488	455	8	593	44	24	307	263	5	4	13	14	24.22	24.26	10	7
Thomaston,	3,225	1,318,661	1	5	11	180.00	681	442	415	14	567	25	103	345	339	2	1	9	10	72.50	35.00	9	2
Torrington,	3,327	1,484,095	10	10	15	182.80	786	580	509	28	687	54	74	436	381	5	1	11	15	51.00	32.23	15	4
Warren,	639	256,579	7	6	6	152.17	153	127	113	13	147	0	13	83	72	3	1	3	5	23.50	23.75	2	0
Washington,	1,589	925,270	12	12	12	170.58	296	268	213	17	316	18	13	199	157	3	1	9	11	25.25	24.17	3	0
Watertown,	1,897	1,658,261	9	9	11	169.73	384	335	278	29	400	6	27	234	193	5	2	6	9	36.68	29.56	2	3
Winchester,	5,142	2,769,794	8	8	17	191.59	1,018	680	590	66	781	200	105	533	448	4	3	13	15	69.71	38.73	15	0
Woodbury,	2,148	1,070,472	14	14	15	167.60	446	366	301	13	449	18	23	263	200	3	0	12	15	35.70	24.98	8	2
26 TOWNS.	52,043	$25,456,509	254	271	320	171.05	11,638	8,930	7,746	482	10,902	572	915	6,474	5,435	119	39	202	275	$35.17	$26.06	184	54

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	25	26	27	28	29	30	31	32	33	34	35	36	37	
TOWNS.	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	
Litchfield,	$1,637.60	522.90	192.65	2,455.40			150.00	4,958.55	3,889.82	484.72	149.63	176.50	*4,830.97	0
Barkhamsted,	662.40	264.28		947.90		4.00	14.28	1,892.86	1,730.99	102.59	7.28	52.00	1,892.86	0
Bethlehem,	315.10	91.40		984.58		5.00		1,396.08	1,272.80	73.28		50.00	1,396.08	0
Bridgewater,	439.30	148.88	7.66	929.01				1,524.85	1,408.95	78.90		37.00	1,524.85	0
Canaan,	535.90	180.00		808.83				1,524.73	1,327.00	139.73		58.00	1,524.73	0
Colebrook,	692.30	31.00		1.272.20	150.71			2,146.21	1,810.23	142.77	149.21	44.00	2,146.21	2
Cornwall,	989.00	201.21	39.78	1,539.53		385.33	10.00	3,164.85	2,891.82	168.48	12.55	74.00	*3,166.85	0
Goshen,	625.60	100.12	110.23	1,247.83	394.95			2,478.73	1,905.71	149.39	423.93	70.00	2,549.03	2
Harwinton,	556.60	240.74		1,266.56		24.02	20.00	2,107.92	1,897.12	119.38	3.80	44.00	*2,108.32	0
Kent,	851.00	308.35		1,396.99		219.00		2,775.34	2,462.56	180.88	10.75	111.15	*2,775.34	0
Morris,	363.40	133.02		791.10		15.00	15.00	1,317.52	1,158.74	105.06		36.00	*1,329.80	0
New Hartford,	1.773.30	507.79		1,952.33	380.08		248.55	4,862.05	3,878.80	322.96	266.82	168.04	*4,751.80	3
New Milford,	1,904.40	465.30	80.00	4,250.32	230.00	65.83	62.04	7,057.89	6,127.95	534.31	251.03	97.10	*7,057.89	1
Norfolk,	779.70	216.16	127.08	1,385.04	351.88		10.00	2,869.86	2,386.58	181.80	19.32	59.81	*2,816.01	0
North Canaan,	894.70	174.57		1,360.73		282.00	20.00	2,732.00	2,375.50	251.50		65.00	*2,732.00	0
Plymouth,	1,255.80	156.47		3,614.44		5.80	308.10	5,340.61	4,540.72	305.20	358.31	149.85	*5,414.08	0
Roxbury,	432.40	172.80		603.69		33.00		1,241.89	1,133.04	70.35	1.00	37.50	1,241.89	0
Salisbury,	1,966.50	204.87	45.53	3,184.49	500.00	169.30	140.00	6,210.69	4,859.25	380.63	500.00	161.48	*6,166.39	1
Sharon,	1,435.20	409.80	43.20	3,169.14	66.45			5,123.79	4,507.80	411.04	59.04	138.50	5,116.38	1
Thomaston,	1,566.30	159.03		3,457.91			62.00	5,245.24	4,144.36	137.86	226.71	685.30	*5,245.24	0
Torrington,	1,807.80	285.18		4,234.54		60.80	15.00	6,403.32	5,370.27	542.82	299.64	419.85	*6,665.58	0
Warren,	351.90	151.94		657.36		40.00		1.201.20	1,098.82	77.38		25.00	1,201.20	0
Washington,	680.80	249.80		1,664.78	325.74	47.77	68.00	3,036.89	2,457.85	185.80	325.74	67.50	3,036.89	1
Watertown,	883.20	269.15		2,165.60	22.00	33.85	10.00	3,383.80	2,971.74	245.21	24.63	190.78	*3,465.36	1
Winchester,	2,341.40	249.05		6,341.07	12,359.19	5.00	126.64	21,422.35	7,827.19	625.47	869.62	1,301.44	*10,698.11	3
Woodbury,	1,025.80	345.13	6.00	2,155.39	884.91		5.00	4.422.23	3,189.72	232.60	869.91	110.00	*4,422.23	3
	$26,767.40	6,238.94	652.13	53,836.76	15,665.91	1,395.70	1,284.61	105,841.45	78,625.33	6,250.11	4,828.92	4,429.80	*95,276.09	18

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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NEW HAVEN COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
New Haven City,	------	----------	1	26	174	200.00	13,895	9,527	9,729	308	11,232	1,671	1,300	8,430	7,858	16	16	209	209	$170.94	$51.10	223	21
" Westville,	------	----------	1	1	7	200.00	341	280	261	3	324	9	11	214	210	1	1	6	6	100.00	46.25	7	0
" complete,	62,882	$45,760,809	2	27	181	200.00	14,236	9,807	9,990	311	11,556	1,680	1,311	8,644	8,063	17	17	215	215	166.77	50.96	230	21
Beacon Falls,	379	269,702	3	2	2	150.00	69	57	58	2	63	0	10	32	30	0	0	1	1	-------	26.25	1	0
Bethany,	637	300,677	5	5	5	149.00	118	100	92	10	124	0	5	69	66	1	0	4	5	27.20	23.64	2	0
Branford,	3,047	1,296,472	1	13	16	188.56	750	578	481	12	643	10	113	423	349	1	1	15	15	105.27	28.00	16	1
Cheshire,	2,284	1,231,028	12	12	14	180.00	547	400	358	10	475	45	27	285	262	4	4	10	10	37.12	30.65	13	2
Derby,	11,649	3,705,405	6	8	39	200.00	2,994	2,247	2,091	43	2,611	20	400	1,719	1,537	6	6	39	39	83.33	40.18	45	0
East Haven,	3,067	2,206,915	7	7	11	178.00	609	376	345	1	470	56	85	273	260	2	2	9	9	62.75	35.33	11	2
Guilford,	2,782	1,479,844	11	11	15	167.33	579	514	396	20	575	5	40	419	307	4	1	12	15	42.00	27.04	9	3
Hamden,	3,408	1,547,090	13	13	15	190.00	713	516	411	10	620	56	49	372	290	3	2	12	13	32.00	32.00	15	2
Madison,	1,669	787,772	12	12	12	157.00	351	300	256	14	329	19	26	232	181	3	0	9	12	26.67	24.32	8	0
Meriden,	18,340	8,890,848	12	12	47	200.00	4,043	2,465	2,315	57	2,918	936	247	1,868	1,805	8	8	39	39	104.38	44.74	45	2
Middlebury,	687	317,729	6	5	5	154.75	162	131	103	7	142	8	25	98	67	1	0	4	4	28.00	27.00	2	0
Milford,	3,347	1,165,132	1	5	10	196.50	636	458	393	21	526	31	100	378	325	1	1	10	10	90.00	31.90	10	0
Naugatuck,	4,272	1,512,489	6	9	15	200.00	935	721	686	11	873	6	82	562	498	3	3	12	12	68.67	35.33	15	3
N. Branford,	1,025	497,609	7	7	7	151.71	188	182	140	15	201	1	13	144	100	1	0	6	7	43.00	30.51	5	1
North Haven,	1,763	756,667	8	8	9	180.00	344	274	238	7	314	2	36	216	165	2	2	7	6	31.14	27.86	8	3
Orange,	3,341	2,024,293	8	9	15	186.67	756	542	514	17	613	36	131	425	385	0	0	15	15	-------	38.59	15	2
Oxford,	1,120	392,939	12	12	12	140.00	252	242	214	18	273	0	13	167	141	4	3	8	9	24.97	20.38	4	3
Prospect,	492	181,955	5	4	4	144.17	81	79	68	0	92	0	6	59	51	0	0	4	3	-------	22.29	3	1
Seymour,	2,318	902,704	1	8	10	195.00	556	457	423	10	519	0	47	373	356	1	1	9	9	87.18	31.78	9	3
Southbury,	1,740	625,880	10	9	9	170.00	294	211	170	3	267	0	30	145	116	3	0	6	9	22.67	22.27	2	0
Wallingford,	4,656	2,309,139	9	11	19	165.26	1,073	861	815	20	972	3	125	623	532	2	2	16	16	56.00	34.48	17	0
Waterbury,	20,269	7,810,731	10	22	47	195.09	4,338	2,755	2,650	56	3,506	399	555	2,525	2,369	4	4	49	49	117.50	38.66	52	2
Wolcott,	493	225,576	6	6	6	150.00	102	94	77	1	106	0	3	67	49	0	0	6	6	-------	26.25	1	0
Woodbridge,	829	432,534	6	6	6	177.83	183	161	116	13	175	7	20	117	84	2	2	4	4	40.00	38.37	6	0
25 TOWNS.	156,528	$86,631,939	179	248	531	188.74	34,909	24,528	23,395	689	28,963	3,320	3,499	20,235	18,388	78	59	521	532	$91.70	$41.36	544	51

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	
New Haven City,	$31,958.50	1,646.29	------	44,929.63	115,367.61	------	2,284.58	196,186.61	134,148.32	18,401.85	2,873.49	7,965.28	*190,893.62	1
" Westville,	784.30	38.00	------	1,037.20	2,820.00	------	15.00	4,694.50	3,775.00	273.99	65.64	650.00	*4,807.83	1
" complete,	32,742.80	1,684.29	------	45,966.83	118,187.61	------	2,299.58	200,881.11	137,923.32	18,675.84	2,939.13	8,615.28	*195,701.45	2
Beacon Falls,	158.70	128.70	------	263.23	--------	------	------	550.63	489.69	44.23	------	16.71	550.63	0
Bethany,	271.40	220.66	14.00	708.26	--------	5.00	5.00	1,224.32	985.11	97.79	------	36.15	*2,429.05	0
Branford,	1,725.00	191.08	43.20	9,973.60	--------	------	------	11,932.88	4,980.20	412.94	298.29	241.45	*11,932.88	0
Cheshire,	1,258.10	242.45	------	2,989.00	--------	20.00	10.00	4,519.55	4,111.75	250.05	------	114.00	4,495.80	0
Derby,	6,886.20	238.83	------	10,047.93	11,599.72	65.00	670.93	29,508.61	20,258.20	2,768.00	1,689.37	2,166.06	*29,325.44	5
East Haven,	1,400.70	292.35	------	2,782.64	1,475.00	------	10.00	5,960.69	3,882.00	358.00	------	235.60	*9,488.25	1
Guilford,	1,331.70	361.00	66.00	2,611.17	--------	7.00	336.05	4,712.92	4,128.56	363.18	53.44	99.46	*4,684.64	0
Hamden,	1,639.90	256.73	------	3,135.68	--------	20.00	20.00	5,072.31	4,482.86	440.45	------	109.00	*5,065.81	0
Madison,	807.30	295.56	------	1,456.35	800.00	11.60	.75	3,371.56	2,301.92	202.83	15.21	51.60	*3,371.56	1
Meriden,	9,298.90	251.17	------	22,310.26	11,876.56	89.63	389.82	44,216.34	25,860.91	1,884.48	678.68	5,658.31	*35,653.92	4
Middlebury,	372.60	126.00	------	550.07	--------	------	.25	1,048.92	959.50	61.17	------	28.25	1,048.92	0
Milford,	1,462.80	461.94	140.00	3,086.00	--------	------	------	5,150.74	4,000.00	870.01	479.72	86.00	*5,435.73	0
Naugatuck,	2,150.50	74.40	------	5,342.11	391.20	10.00	76.00	8,044.21	6,259.64	588.12	213.55	1,286.67	*8,413.98	2
North Branford,	432.40	168.28	65.45	1,122.66	--------	------	63.98	1,852.77	1,652.58	164.19	------	36.00	1,852.77	0
North Haven,	791.20	197.52	------	1,435.12	1,008.02	23.00	20.00	3,474.86	2,137.00	205.00	939.57	127.60	*3,452.17	3
Orange,	1,738.80	179.91	------	3,964.93	--------	50.00	15.00	5,948.64	5,241.45	581.79	35.40	96.50	*6,020.14	0
Oxford,	579.60	254.50	22.79	1,094.16	151.57	39.10	29.56	2,171.28	1,838.18	114.53	95.57	123.00	2,171.28	2
Prospect,	186.30	100.00	------	315.40	148.29	10.50	10.00	770.49	571.50	27.20	138.23	14.00	*771.43	2
Seymour,	1,278.80	109.56	10.00	2,982.77	--------	120.00	35.00	4,536.13	3,578.00	233.00	55.12	207.27	*4,536.13	0
Southbury,	676.20	239.93	------	1,025.63	517.50	------	------	2,459.26	1,728.57	143.19	517.50	70.00	2,459.26	2
Wallingford,	2,467.90	372.61	------	3,080.88	9,592.54	------	215.15	15,729.08	5,807.53	776.80	92.18	4,294.21	*11,780.18	3
Waterbury,	9,977.40	350.09	50.00	6,888.23	35,084.67	116.75	710.49	53,177.63	23,106.01	11,823.31	826.55	575.72	*46,761.13	1
Wolcott,	234.60	129.90	474.10	522.19	--------	5.00	5.00	1,370.79	1,231.30	105.49	------	24.00	*1,370.79	0
Woodbridge,	420.90	149.64	------	1,631.71	--------	30.00	31.25	2,263.50	1,986.67	109.49	34.86	73.82	*2,249.84	0
	$80,290.70	7,077.10	885.54	135,286.81	190,832.68	622.58	4,953.81	419,949.22	269,502.45	41,301.08	9,102.37	24,386.66	*401,023.18	28

☞For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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NEW LONDON COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
								Registered.						Av. Attend.		Male.		Female.		Wages, Month.			
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '80.	W.	S.	Over 16.	Diff'nt Schol. Reg.	Private Schools.	In no School.	W.	S.	W.	S.	W.	S.	Male.	Fem.	Contin. Employed.	Beginners.
New London,	10,529	$6,531,594	1	9	24	200.00	2,089	1,779	1,727	73	2,067	53	42	1,306	1,361	3	3	38	38	$120.00	$38.03	39	2
Norwich Town,	------	----------	1	3	5	197.50	331	234	236	6	310	10	17	183	178	1	1	5	4	110.00	36.00	4	2
" Central,	------	----------	1	6	26	200.00	1,507	1,086	1,095	18	1,242	122	181	962	980	3	3	31	31	150.00	47.81	33	1
" W. Chelsea,	------	----------	1	4	14	200.00	927	702	675	4	855	23	53	519	540	3	3	17	17	56.67	35.59	13	7
" other Dist's,	------	----------	9	10	36	190.00	1,234	1,496	1,376	23	1,890	192	174	1,195	1,096	7	5	29	31	68.67	32.68	32	6
" complete,	21,141	13,431,430	12	23	81	195.40	4,999	3,518	3,382	51	4,297	347	405	2,859	2,794	14	12	82	83	87.85	39.15	82	16
Bozrah,	1,155	557,281	7	6	6	150.17	278	241	182	15	268	2	35	175	125	3	1	3	5	31.54	29.44	1	4
Colchester,	2,974	1,395,209	12	12	17	175.59	611	498	452	36	581	4	17	392	351	7	2	10	15	48.22	26.63	8	8
East Lyme,	1,731	564,318	9	9	10	144.40	428	359	254	24	387	37	30	255	187	7	2	3	8	34.50	20.90	3	0
Franklin,	686	309,191	7	7	7	168.71	141	120	86	8	138	5	6	97	65	4	0	3	7	23.50	19.45	3	4
Griswold,	2,745	1,246,742	14	12	16	156.88	654	457	395	26	661	5	16	363	293	8	1	8	15	35.34	30.91	10	6
Groton,	5,127	2,122,059	11	11	20	181.30	1,110	917	776	64	1,082	45	47	711	584	10	5	10	14	44.84	28.85	12	3
Lebanon,	1,845	1,103,172	16	15	15	150.67	411	372	257	43	431	12	41	291	202	12	1	3	14	29.08	18.73	2	7
Ledyard,	1,373	521,949	14	14	14	142.00	325	307	201	39	353	0	23	236	145	12	0	2	13	23.89	13.08	1	8
Lisbon,	630	288,291	5	5	5	127.50	86	94	76	9	103	0	0	65	54	2	0	3	4	21.88	22.22	0	0
Lyme,	1,025	302,381	7	7	7	153.86	244	197	166	13	225	10	28	152	122	4	2	3	5	23.89	20.72	4	1
Montville,	2,666	1,055,995	12	12	14	152.86	622	476	443	31	583	9	61	347	300	4	2	10	12	45.83	27.49	8	1
No. Stonington,	1,769	741,516	15	15	15	137.26	382	347	303	26	414	2	27	269	215	12	4	3	10	26.29	20.03	4	3
Old Lyme,	1,387	459,248	8	8	8	161.50	354	271	207	15	302	52	15	194	134	4	0	4	8	25.10	17.59	1	5
Preston,	2,519	870,288	12	12	17	155.29	627	571	458	36	628	11	23	432	351	10	3	7	13	26.77	20.15	9	3
Salem,	574	271,457	8	8	8	130.00	144	128	80	13	152	1	14	92	57	3	1	5	7	24.43	20.17	4	3
Sprague,	3,207	1,196,677	5	5	9	179.44	1,030	317	271	23	415	413	284	260	191	4	3	5	6	65.65	28.67	6	3
Stonington,	7,353	4,851,163	17	17	33	170.09	1,641	1,275	1,160	36	1,497	85	110	977	883	11	7	23	26	50.71	33.14	25	5
Waterford,	2,701	1,003,788	11	11	13	153.18	596	509	447	23	559	11	48	367	311	6	1	7	12	35.43	28.97	12	7
20 TOWNS.	73,137	$38,823,749	203	218	339	169.99	16,772	12,753	11,323	604	15,143	1,104	1,272	9,840	8,725	140	50	232	315	$46.33	$31.31	234	89

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	25	26	27	28	29	30	31	32	33	34	35	36	37	
TOWNS.	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	
New London,	$4,804.70	560.66	2,862.00	15,400.00	.....	.....	194.80	23,822.16	18,066.00	638.96	1,666.15	3,487.43	*24,208.57	0
Norwich Town,	761.30	52.84	.....	1,045.91	1,206.90	.....	245.69	3,312.64	2,746.00	111.98	55.47	262.40	3,175.85	1
" Central,	3.466.10	240.59	.....	4,360.95	16,638.00	.....	75.00	24,780.64	19,665.40	2,682.90	968.90	1,180.13	*24,592.33	1
" W. Chelsea,	2,132.10	148.00	.....	2,810.22	6,126.62	.....	35.50	11,252.44	7,105.20	1,443.93	722.23	1,929.22	*11,252.44	1
" other Dist's,	5,138.20	356.65	.....	6,982.92	9,157.31	15.00	307.89	21,957.97	13,894.21	1,880.56	779.49	4,535.63	*21,144.89	3
" complete,	11,497.70	798.08	.....	15,200.00	33,128.83	15.00	664.08	61,303.69	43,410.81	6,119.37	2,526.09	7,907.38	*60,165.51	6
Bozrah,	639.40	166.50	.....	673.69	.....	.....	87.31	1,566.90	1,328.07	103.52	24.31	111.00	1,566.90	0
Colchester,	1,405.30	229.50	10.00	3,654.08	.....	16.98	31.80	5,347.66	5,001.86	228.35	2.15	176.18	*5,419.54	0
East Lyme,	984.40	24.00	133.90	1,137.23	1,490.00	15.00	63.42	3,847.95	2,014.87	133.61	400.00	40.00	*3,427.48	2
Franklin,	324.30	127.47	243.95	542.60	100.00	12.00	.....	1,350.32	1,127.00	69.82	112.00	41.50	1,350.32	1
Griswold,	1,504.20	340.86	30.00	2,504.29	1,236.57	.....	.....	5,615.92	3,657.95	369.38	194.67	640.40	*4,865.40	1
Groton,	2,553.00	410.36	.....	4,140.71	2,412.22	300.00	60.56	9,876.85	6,450.54	435.71	319.21	631.76	*10,306.22	3
Lebanon,	945.30	384.71	97.79	1,673.08	41.36	111.12	.....	3,253.36	2,790.34	202.83	99.67	140.00	3,232.84	2
Ledyard,	747.50	322.69	57.04	661.76	.....	194.34	.....	1,983.33	1,742.02	129.03	75.13	37.15	1,983.33	0
Lisbon,	197.80	83.15	22.85	529.75	.....	.....	.....	833.55	721.95	63.60	.....	48.00	833.55	0
Lyme,	561.20	246.77	.....	441.10	.....	4.63	.....	1,253.70	1,151.43	70.27	.....	32.00	1,253.70	0
Montville,	1,430.60	303.88	.....	1,903.50	866.91	20.00	20.00	4,549.89	3,704.53	305.76	272.12	84.75	*4,407.16	3
No. Stonington,	878.60	395.28	53.29	1,433.61	.....	144.17	30.00	2,934.95	2,535.33	181.35	112.17	106.10	2,934.95	0
Old Lyme,	814.20	221.00	.....	289.80	.....	.....	.....	1,325.00	1,200.00	80.00	120.00	45.00	1,445.00	0
Preston,	1,442.10	186.80	61.70	2,080.83	2,008.28	.....	.....	5,779.71	3,614.32	349.46	79.52	373.88	4,417.18	3
Salem,	331.20	147.78	.....	526.29	.....	.....	.....	1,005.27	913.41	56.86	.....	35.00	1,005.27	0
Sprague,	2,369.00	154.05	.....	650.28	425.72	12.75	63.00	3,674.80	2,670.24	370.59	699.55	132.50	*3,895.63	0
Stonington,	3,774.30	528.15	.....	6,053.71	4,999.62	19.50	165.26	15,540.54	13,240.91	519.46	567.45	1,573.40	*15,966.22	4
Waterford,	1,370.80	365.00	.....	1,679.73	151.69	25.00	35.60	3,627.82	2,989.13	296.35	68.15	248.66	*3,662.29	1
	$38,575.60	5,996.69	3,572.52	61,181.04	46,861.20	890.49	1,415.83	158,493.37	118,330.71	10,724.28	7,338.34	15,892.09	*156,347.06	26

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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FAIRFIELD COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	SCHOLARS.									TEACHERS.						Contin. Employed.	Beginners.
							Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Private schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.			
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
Bridgeport,	29,148	$11,422,483	1	13	67	204.00	6,641	4,589	4,348	131	5,114	446	1,212	3,657	3,462	3	3	85	85	$146.67	$44.65	77	11
Danbury,	11,669	5,185,300	12	12	43	198.00	2,588	1,887	1,882	39	2,271	124	251	1,554	1,494	4	4	40	40	80.00	37.23	41	2
Bethel,	2,726	890,320	6	6	11	195.46	622	508	524	8	555	13	60	363	343	3	2	8	9	58.30	31.06	9	0
Brookfield,	1,152	593,228	8	8	8	188.75	230	201	195	8	243	6	7	126	126	4	2	4	6	30.33	27.00	4	1
Darien,	1,948	1,488,575	5	5	7	202.86	393	300	228	8	335	22	45	219	158	3	3	4	4	48.33	33.33	5	1
Easton,	1,145	447,764	8	8	8	189.25	195	186	130	3	208	0	3	119	85	3	2	5	6	19.40	20.45	5	3
Fairfield,	3,748	2,147,319	14	14	18	200.00	864	731	596	26	810	50	30	496	370	11	8	7	10	47.75	38.26	15	3
Greenwich,	7,892	3,590,067	19	19	28	200.00	1,887	1,373	1,103	40	1,552	143	232	940	781	5	5	24	24	46.00	33.23	29	5
Huntington,	2,499	916,817	12	12	15	185.33	565	444	408	13	583	13	7	300	261	4	1	12	15	43.28	26.74	13	3
Monroe,	1,157	522,340	7	7	7	171.43	222	209	175	11	229	0	12	137	103	2	2	5	5	26.75	23.19	2	1
New Canaan,	2,673	1,265,118	11	11	14	200.71	636	525	533	29	589	26	63	359	312	3	3	11	11	44.00	27.18	14	1
New Fairfield,	791	420,489	7	7	7	174.29	161	150	136	11	183	1	11	92	77	4	2	3	5	29.17	24.75	2	2
Newtown,	4,013	1,821,883	21	21	24	197.38	1,060	902	759	15	1,011	2	65	533	415	14	8	10	16	31.79	25.24	7	5
Norwalk,	13,956	5,593,218	11	12	39	208.00	3,110	2,143	1,796	66	2,493	411	270	1,663	1,381	8	8	36	36	78.13	42.78	44	0
Reading,	1,540	879,802	10	10	10	173.90	289	254	211	6	282	21	3	147	129	4	0	6	10	26.50	23.00	3	3
Ridgefield,	2,028	1,047,920	13	13	13	190.19	430	357	318	19	411	9	30	243	194	5	2	8	11	32.00	26.12	7	1
Sherman,	828	349,545	6	6	6	155.33	146	126	116	12	163	0	10	75	70	0	0	6	6	------	24.17	2	1
Stamford,	11,298	6,648,145	1	17	30	200.00	2,549	1,481	1,264	91	1,666	626	505	1,181	890	8	8	24	24	78.75	42.29	31	1
Stratford,	4,251	1,662,576	9	9	15	199.67	897	632	557	15	757	60	89	462	393	4	4	11	11	68.75	29.73	15	0
Trumbull,	1,323	652,171	6	6	6	197.50	267	220	209	9	243	4	19	156	136	3	2	3	4	35.20	31.29	6	1
Weston,	918	429,671	6	6	6	180.83	191	156	122	8	177	3	20	96	73	5	1	1	5	20.50	19.67	1	2
Westport,	3,477	2,113,734	10	10	11	200.91	823	563	423	22	635	78	129	375	267	9	9	3	3	50.05	22.58	11	3
Wilton,	1,864	731,841	10	10	10	203.00	402	334	295	2	390	15	18	229	193	5	4	6	7	29.00	19.31	7	0
23 TOWNS.	112,044	$50,820,326	213	242	403	197.23	25,158	18,271	16,318	592	20,900	2,073	3,091	13,522	11,713	114	83	322	353	$51.14	$35.93	350	50

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	Districts Taxing.
Bridgeport,	$15,274.30	431.48	210.00	40,713.17	-------	-----	178.35	56,807.30	42,769.62	5,919.42	9,303.11	3,358.47	*61,560.10	0
Danbury,	5,952.40	526.04	316.00	14,264.79	12,530.05	82.59	1,797.25	35,469.12	18,207.92	2,295.60	1,818.03	3,473.30	*27,604.45	1
Bethel,	1,430.60	140.93	12.54	2,852.96	44.48	53.30	21.33	4,556.14	3,942.85	360.39	10.50	133.40	*4,505.44	1
Brookfield,	529.00	193.37	------	1,483.83	-------	15.00	15.00	2,236.20	2,036.50	130.07	-------	40.00	*2,236.57	0
Darien,	903.90	182.74	------	1,832.18	-------	10.00	10.00	2,938.82	2,602.54	240.28	-------	76.00	*2,938.82	0
Easton,	448.50	139.38	200.01	1,135.54	-------	-----	------	1,923.43	1,738.32	112.11	-------	73.00	1,923.43	0
Fairfield,	1,987.20	387.02	289.62	6,130.82	6.31	-----	10.00	8,810.97	7,459.76	1,096.53	39.76	214.92	8,810.97	0
Greenwich,	4,340.10	540.61	54.60	6,430.87	768.92	-----	444.60	12,579.70	10,810.50	850.63	378.87	539.70	12,579.70	5
Huntington,	1,299.50	211.00	76.98	3,489.10	238.26	26.00	24.79	5,365.63	4,374.85	188.11	186.38	81.00	4,830.34	1
Monroe,	510.60	150.30	------	853.38	54.77	-----	------	1,569.05	1,377.86	88.23	54.96	48.00	1,569.05	2
New Canaan,	1,462.80	305.98	17.23	2,830.22	196.51	-----	.75	4,813.49	4,214.25	330.46	153.00	72.67	4,770.38	2
New Fairfield,	370.30	136.00	------	1,143.70	-------	17.96	------	1,667.96	1,561.50	64.38	-------	50.00	1,675.88	0
Newtown,	2,438.00	606.96	------	4,209.77	-------	20.00	20.00	7,294.73	6,589.56	510.15	-------	115.00	*7,246.71	0
Norwalk,	7,153.00	472.62	200.00	16,012.55	2,829.54	-----	542.26	27,209.97	22,230.91	2,982.85	1,136.47	2,923.04	29,273.27	3
Reading,	664.70	259.81	20.00	1,597.67	-------	14.00	------	2,556.18	2,286.98	181.20	-------	88.00	2,556.18	0
Ridgefield,	989.00	337.81	------	2,041.11	421.53	7.51	149.19	3,946.15	3,171.87	294.61	430.87	56.00	*3,963.85	1
Sherman,	335.80	144.00	------	756.00	-------	-----	------	1,235.80	1,129.00	79.80	7.00	27.00	1,242.80	0
Stamford,	5,862.70	551.37	157.90	22,468.44	-------	-----	------	29,040.41	16,733.41	2,142.93	155.10	2,017.84	*29,041.21	0
Stratford,	2,063.10	315.55	140.00	4,574.71	676.88	25.00	28.00	7,823.24	6,354.91	362.08	77.15	573.54	*7,427.68	1
Trumbull,	591.10	191.39	84.34	1,254.34	-------	75.00	3.00	2,199.17	1,976.49	112.68	75.00	35.00	2,199.17	0
Weston,	439.30	179.92	95.97	513.87	-------	-----	------	1,229.06	1,124.01	75.05	-------	30.00	1,229.06	0
Westport,	1,892.90	336.55	------	3,371.29	-------	-----	50.00	5,650.74	5,074.60	290.14	-------	186.00	*5,650.74	0
Wilton,	924.60	323.15	------	1,486.32	-------	--- -	37.45	2,771.52	2,484.94	204.54	85.32	54.29	2,829.09	0
	$57,863.40	7,063.98	1,875.19	141,446.63	17,767.25	346.36	3,331.97	229,694.78	170,253.15	18,912.24	13,911.52	14,266.17	*227,664.89	17

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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WINDHAM COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
								Registered.						Av. Attend.		Male.		Female.		Wages, Month.			
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '80.	W.	S.	Over 16.	Diff'nt Schol. Reg.	Private Schools.	In no School.	W.	S.	W	S.	W.	S.	Male.	Female.	Contin. Employed.	Beginners.
Brooklyn,	2,308	$1,568,393	9	9	14	165.71	494	372	326	21	490	4	61	283	255	4	1	10	13	$37.00	$36.28	6	1
Ashford,	1,041	319,283	10	10	10	144.00	228	193	140	27	233	0	22	144	109	5	2	5	8	23.81	20.18	3	0
Canterbury,	1,272	562,843	11	11	11	145.64	298	288	185	27	324	0	18	218	140	8	3	3	8	27.77	23.27	3	2
Chaplin,	627	242,260	4	4	4	151.25	137	114	97	11	140	0	7	92	73	4	1	0	3	26.63	25.95	1	0
Eastford,	855	237,099	8	8	8	135.00	205	176	140	13	195	1	23	109	101	5	0	3	8	23.63	20.82	4	3
Hampton,	827	383,490	7	7	7	145.71	196	186	115	16	216	0	3	145	78	5	1	2	6	23.28	17.50	2	1
Killingly,	6,921	2,234,527	15	15	29	183.79	1,521	1,106	959	65	1,395	0	207	911	694	10	7	19	22	49.74	30.24	24	1
Plainfield,	4,021	1,929,397	13	13	17	171.47	905	573	468	36	761	89	88	441	332	6	3	11	14	46.37	29.76	16	5
Pomfret,	1,470	796,859	8	8	8	144.63	290	250	197	23	291	2	19	182	149	4	2	4	6	28.09	23.56	2	4
Putnam,	5,827	1,814,571	6	7	14	176.43	1,472	466	417	52	593	567	374	391	328	4	4	10	10	85.63	37.53	14	2
Scotland,	590	339,849	5	5	5	139.00	104	107	74	2	114	0	4	89	56	2	0	3	5	30.00	20.56	2	3
Sterling,	957	312,464	9	9	9	143.89	255	201	161	14	240	0	30	143	115	5	2	4	7	26.29	23.60	6	4
Thompson,	5,051	1,830,277	13	13	19	155.32	1,255	743	628	14	974	203	93	602	480	9	6	10	12	39.54	33.27	17	8
Voluntown,	1,186	220,963	9	9	10	131.00	340	257	205	13	293	0	70	180	150	5	2	5	8	28.79	21.85	4	2
Windham,	8,265	3,505,539	11	11	25	178.40	1,572	912	826	68	1,169	405	86	724	625	11	8	18	19	56.61	30.72	27	4
Woodstock,	2,639	1,005,822	17	17	17	140.00	588	484	349	41	558	28	43	391	260	10	2	7	15	30.10	24.98	5	2
16 TOWNS.	43,857	$17,303,636	155	156	207	159.57	9,860	6,428	5,287	443	7,986	1,299	1,148	5,045	3,945	97	44	114	164	$39.72	$28.39	136	42

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total,	
Brooklyn,	$1,136.29	$225.00	18.54	3,419.47	1,680.65	10.00	169.17	6,659.03	4,346.62	295.54	347.85	228.73	*5,238.74	2
Ashford,	524.40	160.11	------	1,129.84	--------	10.00	------	1,824.35	1,658.38	105.97	-------	60.00	1,824.35	0
Canterbury,	685.40	144.85	19.20	1,356.51	414.64	75.91	------	2,696.51	2,063.49	123.27	455.31	45.00	2,687.07	3
Chaplin,	315.10	124.36	------	529.13	--------	45.53	------	1,014.12	895.34	55.25	33.03	30.50	1,014.12	0
Eastford,	471.50	189.66	------	504.95	--------	26.00	10.00	1,202.11	1,062.64	65.47	-------	38.00	*1,202.11	0
Hampton,	450.80	143.97	27.57	573.48	45.00	5.00	15.00	1,260.82	1,086.13	79.69	35.15	30.00	*1,259.77	1
Killingly,	3,498.30	461.82	------	7,247.42	2,980.86	23.19	132.75	14,344.34	9,889.31	1,007.88	815.21	1,530.49	*13,344.34	4
Plainfield,	2,081.50	327.21	------	3,161.10	1,209.26	24.13	15.00	6,818.20	5,051.20	406.11	1,188.90	111.00	*6,796.34	2
Pomfret,	667.00	272.50	------	783.64	40.00	------	9.00	1,772.14	1,542.26	123.88	40.00	66.00	1,772.14	1
Putnam,	3,385.60	259.04	13.98	3,922.94	--------	315.57	15.00	7,912.13	6,414.91	786.85	318.70	245.67	*7,913.13	0
Scotland,	239.20	66.39	89.70	538.36	118.22	------	------	1,051.87	856.84	60.06	118.22	16.75	1,051.87	3
Sterling,	586.50	193.00	------	1,067.47	143.00	------	------	1,989.97	1,706.81	97.91	143.00	42.00	1,989.72	2
Thompson,	2,886.50	293.46	------	2,438.15	559.85	160.00	26.76	6,364.72	5,234.15	441.68	363.53	190.00	*6,280.21	4
Voluntown,	782.00	162.86	------	867.15	43.00	------	30.00	1,885.01	1,658.10	105.91	43.00	48.00	*1,869.51	1
Windham,	3,615.60	354.94	71.42	4,213.44	5,102.54	75.61	420.82	13,854.37	9,551.96	1,403.75	179.91	699.50	*12,408.74	4
Woodstock,	1,352.40	514.00	24.00	1,675.93	--------	25.55	5.00	3,596.88	3,142.69	273.64	-------	155.00	*3,595.38	0
	$22,678.00	3,893.17	264.41	33,428.98	12,337.02	796.49	848.50	74,246.57	56,160.83	5,432.86	4,081.81	3,536.64	*70,247.54	27

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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LITCHFIELD COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
TOWNS.	Population, 1880.	Grand List. 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	SCHOLARS.									TEACHERS.						Contin. Employed.	Beginners.
							Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Priv'te Schools	In no School	Av. Attend.		Male.		Female.		Wages, Month.			
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Female.		
Litchfield,	3,410	$1,876,581	1	20	22	150.00	712	522	472	40	663	70	45	305	326	11	5	11	12	$30.00	$22.00	11	4
Barkhamsted,	1,298	426,895	11	11	12	132.50	288	257	225	15	306	8	17	178	161	3	2	9	10	25.47	20.49	3	3
Bethlehem,	655	453,152	8	8	8	166.33	137	116	79	6	132	3	8	98	60	4	0	4	6	25.25	20.07	2	1
Bridgewater,	708	428,784	5	5	6	190.67	191	159	124	12	185	0	15	118	69	3	1	3	5	33.58	25.98	5	3
Canaan,	1,157	542,267	10	7	7	175.71	233	158	121	3	188	14	31	111	81	3	0	4	7	22.67	21.45	7	1
Colebrook,	1,148	414,870	10	10	11	157.27	301	258	228	13	314	0	23	182	155	5	2	6	9	23.43	20.60	5	1
Cornwall,	1,583	637,915	16	15	15	161.87	430	331	283	11	401	16	23	274	222	6	1	9	14	31.69	23.59	8	1
Goshen,	1,093	753,083	12	11	11	150.00	272	221	156	9	243	12	23	166	109	4	0	7	9	25.50	21.13	0	0
Harwinton,	1,016	473,577	12	12	12	144.17	242	191	163	2	251	0	9	142	114	3	1	9	11	25.25	21.90	10	5
Kent,	1,622	482,860	13	13	13	175.62	370	323	285	22	397	7	9	218	155	9	2	4	11	23.96	19.69	5	1
Morris,	627	373,868	6	6	6	163.00	158	140	91	15	174	1	4	105	74	3	0	3	6	28.00	23.47	3	1
New Hartford	3,302	1,063,759	9	9	13	175.31	771	481	477	32	658	2	152	372	349	7	3	6	10	43.59	30.06	11	2
New Milford,	3,907	1,916,027	18	18	21	193.33	828	669	577	20	814	17	39	457	350	13	1	8	21	38.78	24.00	7	6
Norfolk,	1,418	778,852	11	11	12	152.92	339	294	256	2	344	0	14	230	205	2	1	10	11	37.33	23.42	8	0
North Canaan	1,537	699,360	5	5	8	174.13	389	312	290	20	358	26	25	239	213	3	2	5	6	48.44	27.02	7	0
Plymouth,	2,350	961,053	8	8	13	175.38	546	435	377	18	530	6	31	333	285	3	3	10	10	57.00	35.79	10	2
Roxbury,	950	486,511	7	7	7	156.43	188	165	149	13	196	0	7	105	80	5	0	2	7	27.50	18.11	0	4
Salisbury,	3,715	1,914,109	13	13	18	193.22	855	612	519	41	808	25	58	441	374	2	2	16	16	27.25	27.50	18	1
Sharon,	2,580	1,290,854	18	18	18	200.00	624	488	455	8	593	44	24	307	263	5	4	13	14	24.22	24.26	10	7
Thomaston,	3,225	1,318,661	1	5	11	180.00	681	442	415	14	567	25	103	345	339	2	1	9	10	72.50	35.00	9	2
Torrington,	3,327	1,484,095	10	10	15	182.80	786	580	509	28	687	54	74	436	381	5	1	11	15	51.00	32.23	15	4
Warren,	639	256,579	7	6	6	152.17	153	127	113	13	147	0	13	83	72	3	1	3	5	23.50	23.75	2	0
Washington,	1,589	925,270	12	12	12	170.58	296	268	213	17	316	18	13	199	157	3	1	9	11	25.25	24.17	3	0
Watertown,	1,897	1,658,261	9	9	11	169.73	384	335	278	29	400	6	27	234	193	5	2	6	9	36.68	29.56	2	3
Winchester,	5,142	2,769,794	8	8	17	191.59	1,018	680	590	66	781	200	105	533	448	4	3	13	15	69.71	38.73	15	0
Woodbury,	2,148	1,070,472	14	14	15	167.60	446	366	301	13	449	18	23	263	200	3	0	12	15	35.70	24.98	8	2
26 TOWNS.	52,043	$25,456,509	254	271	320	171.05	11,638	8,930	7,746	482	10,902	572	915	6,474	5,435	119	39	202	275	$35.17	$26.06	184	54

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	Districts Taxing.
Litchfield,	$1,637.60	522.90	192.65	2,455.40			150.00	4,958.55	3,889.82	484.72	149.63	176.50	*4,830.97	0
Barkhamsted,	662.40	264.28		947.90		4.00	14.28	1,892.86	1,730.99	102.59	7.28	52.00	1,892.86	0
Bethlehem,	315.10	91.40		984.58		5.00		1,396.08	1,272.80	73.28		50.00	1,396.08	0
Bridgewater,	439.30	148.88	7.66	929.01				1,524.85	1,408.95	78.90		37.00	1,524.85	0
Canaan,	535.90	180.00		808.83				1,524.73	1,327.00	139.73		58.00	1,524.73	0
Colebrook,	692.30	31.00		1.272.20	150.71			2,146.21	1,810.23	142.77	149.21	44.00	2,146.21	2
Cornwall,	989.00	201.21	39.78	1,539.53		385.33	10.00	3,164.85	2,891.82	168.48	12.55	74.00	*3,166.85	0
Goshen,	625.60	100.12	110.23	1,247.83	394.95			2,478.73	1,905.71	149.39	423.93	70.00	2,549.03	2
Harwinton,	556.60	240.74		1,266.56		24.02	20.00	2,107.92	1,897.12	119.38	3.80	44.00	*2,108.32	0
Kent,	851.00	308.35		1,396.99		219.00		2,775.34	2,462.56	180.88	10.75	111.15	*2,775.34	0
Morris,	363.40	133.02		791.10		15.00	15.00	1,317.52	1,158.74	105.06		36.00	*1,329.80	0
New Hartford,	1.773.30	507.79		1,952.33	380.08		248.55	4,862.05	3,878.80	322.96	266.82	168.04	*4,751.80	3
New Milford,	1,904.40	465.30	80.00	4,250.32	230.00	65.83	62.04	7,057.89	6,127.95	534.31	251.03	97.10	*7,057.89	1
Norfolk,	779.70	216.16	127.08	1,385.04	351.88		10.00	2,869.86	2,386.58	181.80	19.32	59.81	*2,816.01	0
North Canaan,	894.70	174.57		1,360.73		282.00	20.00	2,732.00	2,375.50	251.50		65.00	*2,732.00	0
Plymouth,	1,255.80	156.47		3,614.44		5.80	308.10	5,340.61	4,540.72	305.20	358.31	149.85	*5,414.08	0
Roxbury,	432.40	172.80		603.69		33.00		1,241.89	1,133.04	70.35	1.00	37.50	1,241.89	0
Salisbury,	1,966.50	204.87	45.53	3,184.49	500.00	169.30	140.00	6,210.69	4,859.25	380.63	500.00	161.48	*6,166.39	1
Sharon,	1,435.20	409.80	43.20	3,169.14	66.45			5,123.79	4,507.80	411.04	59.04	138.50	5,116.38	1
Thomaston,	1,566.30	159.03		3,457.91			62.00	5,245.24	4,144.36	137.86	226.71	685.30	*5,245.24	0
Torrington,	1,807.80	285.18		4,234.54		60.80	15.00	6,403.32	5,370.27	542.82	299.64	419.85	*6,665.58	0
Warren,	351.90	151.94		657.36		40.00		1.201.20	1,098.82	77.38		25.00	1,201.20	0
Washington,	680.80	249.80		1,664.78	325.74	47.77	68.00	3,036.89	2,457.85	185.80	325.74	67.50	3,036.89	1
Watertown,	883.20	269.15		2,165.60	22.00	33.85	10.00	3,383.80	2,971.74	245.21	24.63	190.78	*3,465.36	1
Winchester,	2,341.40	249.05		6,341.07	12,359.19	5.00	126.64	21,422.35	7,827.19	625.47	869.62	1,301.44	*10,698.11	3
Woodbury,	1,025.80	345.13	6.00	2,155.39	884.91		5.00	4.422.23	3,189.72	232.60	869.91	110.00	*4,422.23	3
	$26,767.40	6,238.94	652.13	53,836.76	15,665.91	1,395.70	1,284.61	105,841.45	78,625.33	6,250.11	4,828.92	4,429.80	*95,276.09	18

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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MIDDLESEX COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	SCHOLARS.									TEACHERS.						Continuously Employed.	Beginners.
							Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.			
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Female.		
Middletown.	------	----------	18	18	24	191.67	1,186	916	830	55	1,082	103	60	723	634	2	1	22	23	$32.33	$33.83	21	1
" City	------	----------	1	3	21	200.00	1,415	776	741	41	959	410	87	699	695	3	3	20	20	98.33	41.25	23	0
" complete,	11,731	$6,298,444	19	21	45	196.00	2,601	1,692	1,571	96	2,041	513	147	1,422	1,329	5	4	42	43	76.33	37.32	44	1
Haddam,	2,419	713,780	14	13	15	158.74	489	417	338	14	496	7	18	308	238	8	2	7	12	27.60	22.44	7	2
Chatham,	1,967	621,921	11	11	14	165.36	507	400	372	16	445	2	74	297	254	4	3	10	11	45.38	23.95	11	3
Chester,	1,177	430,515	4	4	5	180.00	247	215	169	9	234	1	21	174	128	1	0	4	5	36.00	33.67	4	1
Clinton,	1,402	645,396	1	4	10	188.55	304	297	282	41	331	0	27	261	244	2	2	9	9	150.00	40.00	11	0
Cromwell,	1,640	719,355	5	6	7	177.29	416	342	290	13	403	13	12	245	187	2	1	5	5	53.33	32.29	7	0
Durham,	990	465,912	6	6	6	167.50	188	156	141	5	174	20	8	120	90	2	0	4	6	25.00	25.40	2	0
East Haddam,	3,032	1,266,530	17	17	19	156.58	643	530	472	39	623	15	39	409	348	8	3	11	16	33.35	26.18	14	2
Essex,	1,855	983,494	1	6	8	190.00	328	285	242	26	333	4	21	222	181	4	3	4	5	39.80	34.84	9	2
Killingworth,	748	230,159	8	8	8	137.50	144	134	89	18	144	0	17	111	72	2	1	6	7	21.00	22.72	6	2
Middlefield,	928	576,883	4	4	5	181.20	198	158	144	7	186	7	17	122	106	0	0	5	5	------	31.96	5	2
Old Saybrook,	1,302	550,275	1	4	4	180.00	291	166	138	2	213	37	43	118	98	4	0	0	4	32.00	28.00	2	2
Portland,	4,156	1,934,955	7	6	15	200.00	921	680	648	23	845	33	67	522	463	4	3	12	13	70.00	37.48	16	2
Saybrook,	1,362	627,785	1	5	5	200.00	253	219	204	4	274	0	1	178	165	1	1	4	4	45.00	33.00	4	1
Westbrook,	878	477,430	7	7	7	155.71	156	150	102	0	156	14	0	103	59	2	0	5	7	25.75	22.58	1	0
15 TOWNS.	35,587	$16,542,834	106	122	173	178.37	7,686	5,841	5,202	313	6,898	666	512	4,612	3,962	49	23	128	152	$49.93	$31.87	143	20

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					Districts Taking.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	
Middletown,	$2,727.80	410.83	-----	4,294.50	117.00	135.00	110.66	7,795.79	7,637.65	669.97	147.28	504.90	*9,224.80	1
" City,	3,254.50	409.62	192.00	4,078.43	11,700.00	------	1,050.32	20,684.85	11,189.74	1,118.05	259.25	5,371.74	*19,209.79	1
" complete,	5,982.30	820.45	192.00	8,372.91	11,817.00	135.00	1,160.98	28,480.64	18,827.39	1,788.02	406.53	5,876.64	*28,434.59	2
Haddam,	1,124.70	341.04	-----	1,690.88	301.00	88.00	28.00	3,573.62	2,858.47	234.55	8.05	100.00	*3,251.07	1
Chatham,	1,166.10	276.37	-----	2,369.16	-------	80.00	60.45	3,952.08	3,433.73	302.76	------	124.51	3,861.00	1
Chester,	568.10	138.78	----	999.26	130.94	------	------	1,837.08	•1,525.00	140.03	111.49	59.12	1,835.64	2
Clinton,	699.20	128.46	53.68	844.62	-------	------	60.00	1,785.96	1,627.50	67.62	30.84	------	*1,785.96	0
Cromwell,	956.80	141.49	-----	1,358.11	-------	88.03	10.00	2,554.43	2,154.25	223.15	91.44	65.00	*2,553.84	0
Durham,	432.40	152.67	49.49	774.93	733.75	30.00	10.00	2,183.24	1,288.50	134.69	736.70	40.00	*2,219.89	2
East Haddam,	1,478.90	407.61	31.94	2,486.80	717.81	36.00	7.65	5,166.71	4,225.20	324.45	201.76	138.49	*4,909.90	2
Essex,	754.40	114.42	35.00	2,278.52	-------	------	100.91	3,283.25	2,748.65	239.09	151.51	104.00	*3,283.25	0
Killingworth,	331.20	125.36	10.00	904.49	-------	------	------	1,371.05	1,253.37	78.58	------	39.10	1,371.05	0
Middlefield,	455.40	90.49	45.00	1,046.69	-------	------	8.88	1,646.46	1,434.00	173.58	4.88	31.75	1,644.21	0
Old Saybrook,	669.30	125.55	21.30	511.91	-------	------	------	1,328.06	1,087.00	87.99	103.07	50.00	1,328.06	0
Portland,	2,118.30	238.00	142.50	5,290.19	595.45	32.00	121.00	8,537.44	6,857.60	673.57	83.59	400.27	*8,097.03	1
Saybrook,	581.90	100.44	-----	1,553.25	-------	------	------	2,235.59	1,709.65	80.01	271.03	174.90	2,235.59	0
Westbrook,	358.80	164.00	-----	823.44	-------	------	------	1,346.24	1,218.00	83.24	------	45.00	1,346.24	0
	$17,677.80	3,365.13	580.91	31,305.16	14,295.95	489.03	1,567.87	69,281.85	52,248.31	4,631.33	2,200.89	7,248.78	*68,157.32	11

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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TOLLAND COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
TOWNS.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	SCHOLARS.									TEACHERS.						Continuously Employed.	Beginners.
							Enum. Jan. '80.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.			
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Female.		
Tolland,	1,169	$382,708	12	11	11	144.41	296	269	181	25	320	0	14	191	141	7	2	4	8	$25.29	$21.03	6	10
Andover,	428	240,889	4	4	4	120.00	71	70	53	9	87	0	0	52	41	2	0	2	4	27.25	20.17	1	0
Bolton,	512	191,798	5	4	4	159.50	113	89	74	9	102	0	17	70	51	4	2	0	2	26.33	22.00	1	0
Columbia,	757	289,873	7	7	7	142.85	187	151	123	18	187	0	30	117	92	5	0	2	7	27.20	18.00	1	3
Coventry,	2,043	716,699	10	10	12	168.75	410	329	268	45	433	2	20	243	198	8	3	4	9	32.65	26.00	5	3
Ellington,	1,569	703,782	9	9	9	176.67	301	219	190	9	274	15	21	181	155	2	2	7	7	25.50	28.14	5	2
Hebron	1,243	479,896	10	10	10	141.00	285	230	167	14	285	0	39	176	125	4	0	6	10	29.44	23.13	8	6
Mansfield,	2,154	621,352	15	14	14	151.07	399	327	262	5	396	2	41	248	193	8	0	6	14	26.81	21.66	3	5
Somers,	1,242	589,116	10	10	11	147.73	249	200	188	15	267	0	0	159	157	5	2	6	9	27.62	24.45	9	2
Stafford,	4,455	1,104,065	17	17	21	138.57	925	543	475	21	667	128	176	452	382	8	7	13	14	28.91	25.30	10	7
Union,	539	167,409	6	6	6	131.67	147	109	93	8	134	2	19	85	74	2	0	4	6	32.00	23.71	4	0
Vernon,	6,915	2,579,006	8	9	26	180.00	1,748	1,184	1,106	55	1,438	198	167	967	836	4	4	24	24	77.92	31.25	26	2
Willington,	1,086	241,382	9	9	9	143.33	283	214	163	15	273	13	12	170	127	1	0	8	9	20.00	21.20	5	0
13 TOWNS.	24,112	$8,307,975	122	120	144	153.76	5,414	3,934	3,343	248	4,863	360	556	3,111	2,572	60	22	86	123	$32.97	$25.71	84	40

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TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	Districts Taxing.
Tolland,	$680.80	114.56	62.19	986.10	842.13	-------	1.48	2,687.26	1,745.02	114.61	426.63	54.00	2,340.26	4
Andover,	163.30	99.11	4.36	383.59	-------	9.00	-------	659.36	576.73	52.43	8.10	21.00	658.26	0
Bolton,	259.90	114.65	50.00	404.90	-------	-------	26.15	855.60	772.55	63.05	------	20.00	855.60	0
Columbia,	430.10	148.25	19.67	530.41	45.65	10.00	-------	1,184.08	1,068.78	72.57	55.90	49.75	1,247.00	3
Coventry,	943.00	248.49	38.14	2,158.49	-------	-------	-------	3,388.12	3,053.46	191.42	------	143.24	3,388.12	0
Ellington,	692.30	354.83	130.60	1,326.77	-------	6.00	-------	2,510.50	2,244.50	202.00	------	64.00	2,510.50	0
Hebron,	655.50	230.80	54.00	1,002.00	-------	-------	171.51	2,113.81	1,797.74	130.55	78.87	82.18	*2,104.34	0
Mansfield,	917.70	270.00	35.00	1,695.15	-------	10.00	10.00	2,937.85	2,651.41	188.94	------	77.50	*2,937.85	0
Somers,	572.70	219.33	------	1,550.11	-------	-------	-------	2,342.14	2,126.50	151.64	------	64.00	2,342.14	0
Stafford,	2,127.50	225.80	50.31	2,029.92	20.50	183.49	25.00	4,662.52	3,961.50	323.31	319.72	223.42	*4,888.40	1
Union,	338.10	18.00	------	742.50	-------	-------	22.30	1,120.90	1,014.26	56.64	------	50.00	1,120.90	0
Vernon,	4,020.40	223.00	------	7,186.51	5,846.43	40.00	309.98	17,626.32	10,091.01	2,325.09	4,002.37	1,536.45	*18,077.62	2
Willington,	650.90	148.31	------	640.78	50.00	11.40	10.00	1,511.39	1,334.60	81.49	50.00	58.55	*1,546.04	1
	$12,452.20	2,415.13	444.27	20,637.23	6,804.71	269.89	576.42	43,599.85	32,438.06	3,953.74	4,941.59	2,444.09	*44,017.03	11

☞ For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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SUMMARY BY COUNTIES.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
COUNTIES.	Population, 1880.	Grand List, 1879.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan.'80.	Registered.			Diff'nt Schol. Reg.	Private Schools	In no School.	Av. Attend.		Male.		Female.		Wages, Month		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
Hartford,	125,377	$81,002,055	241	258	477	180.89	28,798	19,911	18,000	978	24,039	3,249	2,672	15,582	13,932	94	72	420	440	$95.04	$41.58	444	65
New Haven,	156,526	86,631,939	179	243	531	185.74	34,909	24,528	23,395	689	28,963	3,320	3,499	20,235	18,388	73	59	521	532	91.70	41.36	544	51
New London,	73,137	38,823,749	203	218	339	169.99	16,772	12,753	11,323	604	15,143	1,104	1,272	9,840	8,725	140	50	232	315	46.33	31.31	234	89
Fairfield,	112,044	50,820,326	213	242	403	197.23	25,158	18,271	16,318	592	20,900	2,073	3,091	13,522	11,713	114	83	322	353	51.14	35.93	350	50
Windham,	43,857	17,303,636	155	156	207	159.57	9,860	6,428	5,287	443	7,986	1,299	1,148	5,045	3,945	97	44	114	164	39.72	28.39	136	42
Litchfield,	52,043	25,456,509	254	271	320	171.05	11,638	8,930	7,746	482	10,902	572	915	6,474	5,435	119	39	202	275	35.17	26.06	184	54
Middlesex,	35,587	16,542,834	106	122	173	178.37	7,686	5,841	5,202	313	6,898	666	512	4,612	3,962	49	23	128	152	49.93	31.87	143	20
Tolland,	24,112	8,307,975	122	120	144	153.76	5,414	3,934	3,343	248	4,863	360	556	3,111	2,572	60	22	86	123	32.97	25.71	84	40
THE STATE,	622,683	$324,889,023	1,473	1,630	2,594	179.02	140,235	100,596	90,614	4,349	119,694	12,643	13,665	78,421	68,672	746	392	2,025	2,354	$56.43	$35.45	2,119	411

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COUNTIES.	25	26	27	28	29	30	31	32	33	34	35	36	37	
	RECEIPTS.								EXPENSES.					Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contrib.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.	
Hartford, ---	$66,235.40	7,663.30	2,866.77	172,885.22	111,741.61	1,059.79	18,141.75	380,593.84	234,171.10	26,831.00	14,408.83	49,096.08	*345,641.63	47
New Haven, -	80,290.70	7,077.10	885.54	135,286.81	190,832.68	622.58	4,953.81	419,949.22	269,502.45	41,301.08	9,102.37	24,386.66	*401,023.18	28
New London,	38,575.60	5,996.69	3,572.52	61,181.04	46,861.20	890.49	1,415.83	158,493.37	118,330.71	10,724.28	7,338.34	15,892.09	*156,347.06	26
Fairfield, ----	57,863.40	7,063.98	1,875.19	141,446.63	17,767.25	346.36	3,331.97	229,694.78	170,253.15	18,912.24	13,911.52	14,266.17	*227,664.89	17
Windham, --	22,678.00	3,893.17	264.41	33,428.98	12,337.02	796.49	848.50	74,246.57	56,160.83	5,432.86	4,081.81	3,536.64	*70,247.54	27
Litchfield, ---	26,767.40	6,238.94	652.13	53,836.76	15,665.91	1,395.70	1,284.61	105,841.45	78,625.33	6,250.11	4,828.92	4,429.80	*95,276.09	18
Middlesex, --	17,677.80	3,365.13	580.91	31,305.16	14,295.95	489.03	1,567.87	69,281.85	52,248.31	4,631.33	2,200.89	7,248.78	*68,157.32	11
Tolland, ----	12,452.20	2,415.13	444.27	20,637.23	6,804.71	269.89	576.42	43,599.85	32,438.06	3,953.74	4,941.59	2,444.09	*44,017.03	11
	$322,540.50	43,713.44	11,141.74	650,007.83	416,306.33	5,870.33	32,120.76	1,481,700.93	1,011,729.94	118,036.64	60,814.27	121,300.31	*1,408,374.74	185

☞For explanations, see pages 127–129.

* Including money for New School Houses, and for Libraries and Apparatus, for which see pages 148 and 149.

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Amounts expended for New School Houses, during the year ending August 31st, 1880. These amounts are included in the "TOTALS," on pages 131–147.

TOWNS.	No. of School Houses.	Amounts.
HARTFORD COUNTY.		
Canton,	1	$500.00
East Hartford,	1	1,500.00
Farmington,	1	1,333.92
New Britain,	1	13,000.00
Newington,	--	1,250.66
Suffield,	--	900.00
Total,	4	$18,484.58
NEW HAVEN COUNTY.		
New Haven,	2	$26,509.01
Bethany,	1	1,300.00
Branford,	1	6,000.00
Derby,	1	2,200.00
East Haven,	1	5,000.00
Madison,	1	800.00
Meriden,	1	1,419.54
Seymour,	--	379.64
Wallingford,	1	734.71
Waterbury,	1	10,129.54
Total,	10	$54,472.44
NEW LONDON COUNTY.		
East Lyme,	1	$789.00
Groton,	2	2,440.00
Total,	3	$3,229.00
FAIRFIELD COUNTY.		
Danbury,	--	$1,603.60
Stamford,	1	7,991.93
Total,	1	$9,595.53
WINDHAM COUNTY.		
Windham,	1	$517.03
LITCHFIELD COUNTY.		
Norfolk,	--	$148.50
MIDDLESEX COUNTY.		
Middletown,	1	$600.00
THE COUNTIES.		
Hartford,	4	$18,484.58
New Haven,	10	54,472.44
New London,	3	3,229.00
Fairfield,	1	9,595.53
Windham,	1	517.03
Litchfield,	--	148.50
Middlesex,	1	600.00
Tolland,	--	--------
The State,	20	$87,047.08

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Amounts expended for Libraries and Apparatus, in the year ending August 31st, 1880. These amounts are included in the " TOTALS," *on pages* 131–147.

TOWNS.	Amounts.
Hartford,	$1,433.84
Berlin,	92.50
Bloomfield,	13.40
Bristol,	67.00
Canton,	30.00
East Granby,	10.00
East Hartford,	101.14
East Windsor,	30.00
Enfield,	77.00
Farmington,	29.18
Glastonbury,	10.00
Granby,	41.25
Manchester,	14.23
New Britain,	270.00
Newington,	40.00
Plainville,	70.00
Simsbury,	26.00
Southington,	60.00
South Windsor,	10.50
Suffield,	20.00
West Hartford,	105 00
Wethersfield,	10.00
Windsor,	89.00
	$2,650.04

TOWNS.	Amounts.
New Haven,	$1,038.87
Bethany,	10.00
Cheshire,	20.00
Derby,	243.81
East Haven,	12.65
Guilford,	40.00
Hamden,	33.50
Meriden,	152.00
Naugatuck,	66.00
North Haven,	43.00
Orange,	65.00
Prospect,	20.50
Seymour,	83.10
Wallingford,	74.75
Waterbury,	300.00
Wolcott,	10.00
Woodbridge,	45.00
	$2,258.18

TOWNS.	Amounts.
New London,	$350.03
Norwich,	201.86
Colchester,	11.00
East Lyme,	50.00
Griswold,	3.00
Groton,	29.00
Montville,	40.00
Sprague,	22.75
Stonington,	65.00
Waterford,	60.00
	$832.64

TOWNS.	Amounts.
Bridgeport,	$209.48
Danbury,	206.00
Bethel,	58.30
Brookfield,	30.00
Darien,	20.00
Newtown,	32.00
Ridgefield,	10.50
Stratford,	60.00
Westport,	100.00
	$726.28

TOWNS.	Amounts.
Brooklyn,	$20.00
Eastford,	36.00
Hampton,	28.80
Killingly,	101.45
Plainfield,	39.13
Putnam,	147.00
Thompson,	50.85
Voluntown,	14.50
Windham,	56.59
Woodstock,	24.05
	$518.37

TOWNS.	Amounts.
Litchfield,	$130.30
Cornwall,	20.00
Harwinton,	44.02
Kent,	10.00
Morris,	30.00
New Hartford,	115.18
New Milford,	47.50
Norfolk,	20.00
North Canaan,	40.00
Plymouth,	60.00
Salisbury,	265.03
Thomaston,	51.01
Torrington,	33.00
Watertown,	33.00
Winchester,	74.39
Woodbury,	20.00
	$993.43

Middletown,	$936.01
Haddam,	50.00
Clinton,	60.00
Cromwell,	20.00
Durham,	20.00
East Haddam,	20.00
Essex,	40.00
Portland,	82.00
	$1,228.01

Hebron,	$15.00
Mansfield,	20.00
Stafford,	60.45
Vernon,	122.70
Willington,	21.40
	$239.55

COUNTIES.	Amounts.
Hartford,	$2,650.04
New Haven,	2,258.18
New London,	832.64
Fairfield,	726.28
Windham,	518.37
Litchfield,	993.43
Middlesex,	1,228.01
Tolland,	239.55
The State,	$9,446.50

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TABLE I.

In which all the Towns in the State are arranged according to the amount of taxable property in each to every child between the ages of four and sixteen years.

The amount is given in dollars.

This Table is based upon the Grand List completed in 1879, and the enumeration of children taken in January, 1880, and is designed to show the relative wealth of the several towns, as compared with their respective number of children of the usual school age. An examination of this Table will show, *approximately*, which towns are best able to provide liberally for their public schools, though this ability depends also, in part, upon the *density of population*, and the consequent number of schools required.

Where a district is formed of parts of two or more towns, the law now requires that all the children in such district shall be returned as from the town having jurisdiction over the district. For this reason the figures in this table cannot be made to show *precisely* what they are designed to show.

The rank of towns in this Table may be compared with their rank in Table II.

1878–79.	1879–80.	TOWNS.	Am't for each child.	1878–79.	1879–80.	TOWNS.	Am't for each child.
1	1	West Hartford,	$5088	35	30	East Granby,	$2673
2	2	Hartford,	4720	52	31	North Branford,	2647
5	3	Watertown,	4318	28	32	Litchfield,	2636
11	4	Beacon Falls,	3907	51	33	New Fairfield,	2611
4	5	Darien,	3788	43	34	Stamford,	2608
10	6	East Haven,	3624	38	35	Suffield,	2598
15	7	Andover,	3393	27	36	Roxbury,	2588
6	8	Lisbon,	3352	37	37	Brookfield,	2579
3	9	South Windsor,	3325	36	38	Westport,	2568
7	10	Bethlehem,	3308	30	39	Guilford,	2556
9	11	Scotland,	3268	29	40	Bethany,	2548
8	12	New Haven,	3214	48	41	Trumbull,	2538
21	13	Brooklyn,	3175	39	42	Fairfield,	2485
12	14	New London,	3127	34	43	Saybrook,	2481
16	15	Washington.	3126	62	44	Durham,	2478
13	16	Wethersfield,	3126	49	45	Ridgefield,	2437
18	17	Westbrook,	3060	33	46	Woodbury,	2400
54	18	Reading,	3044	41	47	Sherman,	2394
14	19	Essex,	2998	31	48	Morris,	2366
17	20	Stonington,	2956	45	49	Somers,	2366
22	21	Bloomfield,	2937	42	50	Woodbridge,	2364
20	22	Middlefield,	2914	77	51	Monroe,	2353
44	23	Simsbury,	2888	53	52	Ellington,	2338
19	24	Goshen,	2769	47	53	Canaan,	2327
26	25	Pomfret,	2748	55	54	New Milford,	2314
23	26	Winchester,	2721	40	55	Farmington,	2304
24	27	Norwich,	2687	73	56	Norfolk,	2297
32	28	Lebanon,	2684	66	57	Easton,	2296
25	29	Orange,	2678	65	58	Colchester,	2283

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1878-79.	1879-80.	TOWNS.	Am't for each child.
56	59	East Hartford,	$2261
64	60	Cheshire,	2251
70	61	Weston,	2250
58	62	Prospect	2246
57	63	Bridgewater,	2245
75	64	Madison,	2244
50	65	Middletown,	2242
69	66	Salisbury,	2239
71	67	Windham,	2230
83	68	Wolcott,	2212
81	69	North Haven,	2200
60	70	Meriden,	2199
99	71	Franklin,	2193
97	72	Newington	2180
61	73	Hamden,	2170
90	74	Avon,	2157
59	75	Wallingford,	2152
72	76	Plainfield,	2132
46	77	Southbury,	2129
85	78	Clinton,	2123
68	79	Portland,	2101
98	80	Windsor,	2097
91	81	Sharon,	2069
67	82	Bristol,	2047
84	83	Canton,	2031
115	84	Bozrah,	2005
82	85	Danbury,	2004
80	86	New Canaan,	1989
96	87	Plainville,	1977
79	88	East Haddam	1970
78	89	Middlebury,	1961
76	90	Harwinton,	1957
63	91	Hampton,	1956
86	92	North Stonington,	1941
74	93	Thomaston,	1936
92	94	Berlin,	1931
105	95	Groton,	1912
87	96	Griswold,	1906
93	97	Greenwich,	1903
89	98	Old Saybrook,	1891
106	99	Canterbury,	1889
104	100	Torrington,	1888
101	101	Salem,	1885
88	102	Stratford,	1853
95	103	Milford,	1832
116	104	Wilton,	1821
125	105	Marlborough,	1802
100	106	Waterbury,	1801
94	107	Norwalk,	1798
118	108	North Canaan,	1798
112	109	Chaplin,	1768
103	110	Plymouth,	1760
122	111	Hartland,	1750
133	112	Coventry,	1748
108	113	Chester,	1743
119	114	Cromwell,	$1729
110	115	Branford,	1729
102	116	Bridgeport,	1720
121	117	Newtown	1719
111	118	Woodstock,	1711
117	119	Montville,	1698
142	120	Bolton,	1697
113	121	Waterford,	1684
120	122	Hebron,	1684
132	123	Warren,	1677
107	124	Seymour,	1624
109	125	Huntington,	1623
114	126	Naugatuck,	1618
128	127	Ledyard,	1606
126	128	Killingworth,	1598
130	129	Oxford,	1559
140	130	Mansfield,	1557
135	131	Columbia,	1550
131	132	Granby,	1506
123	133	Manchester,	1495
139	134	Enfield,	1488
127	135	Cornwall,	1484
124	136	Barkhamsted,	1479
129	137	Vernon,	1475
149	138	Killingly,	1469
135	139	Haddam,	1460
138	140	Thompson,	1458
145	141	Southington,	1454
144	142	Bethel	1431
151	143	Ashford,	1400
141	144	New Britain,	1392
146	145	Glastonbury,	1388
148	146	Preston,	1388
147	147	New Hartford,	1380
134	148	Colebrook,	1378
150	149	Rocky Hill,	1373
143	150	East Windsor,	1371
156	151	Burlington,	1357
159	152	East Lyme,	1319
152	153	Kent,	1305
153	154	Old Lyme	1297
160	155	Tolland,	1293
162	156	Lyme	1239
154	157	Derby,	1238
137	158	Putnam,	1233
157	159	Chatham	1227
158	160	Sterling,	1225
155	161	Stafford,	1194
165	162	Sprague,	1162
161	163	Eastford,	1157
164	164	Union,	1139
163	165	Windsor Locks,	1125
166	166	Willington	853
167	167	Voluntown,	650

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The same figures are next given by Counties.

TABLE I—continued.

In which the towns of each County are arranged according to their amount of taxable property to each child between the ages of four and sixteen years.

1878-79.	1879-80.	TOWNS.	Am't for each child.
		HARTFORD CO.	
1	1	West Hartford,	$5088
2	2	Hartford,	4720
3	3	South Windsor,	3325
4	4	Wethersfield,	3126
5	5	Bloomfield,	2937
9	6	Simsbury,	2888
6	7	East Granby,	2673
7	8	Suffield,	2598
8	9	Farmington,	2304
10	10	East Hartford,	2261
16	11	Newington,	2180
13	12	Avon,	2157
17	13	Windsor,	2097
11	14	Bristol,	2047
12	15	Canton,	2031
15	16	Plainville,	1977
14	17	Berlin,	1931
20	18	Marlborough,	1802
18	19	Hartland,	1750
21	20	Granby,	1506
19	21	Manchester,	1495
22	22	Enfield,	1488
25	23	Southington,	1454
23	24	New Britain,	1392
26	25	Glastonbury,	1388
27	26	Rocky Hill,	1373
24	27	East Windsor,	1371
28	28	Burlington,	1357
29	29	Windsor Locks,	1125
		NEW HAVEN CO.	
3	1	Beacon Falls,	3907
2	2	East Haven,	3624
1	3	New Haven,	3214
4	4	Orange,	2678
9	5	North Branford,	2647
6	6	Guilford,	2556
5	7	Bethany,	2548
7	8	Woodbridge,	2364
14	9	Cheshire,	2251
10	10	Prospect,	2246
15	11	Madison,	2244
18	12	Wolcott,	2212
17	13	North Haven,	2200
12	14	Meriden,	2199
13	15	Hamden,	2170
11	16	Wallingford,	$2152
8	17	Southbury,	2129
16	18	Middlebury,	1961
19	19	Milford,	1832
20	20	Waterbury,	1801
22	21	Branford,	1729
21	22	Seymour,	1624
23	23	Naugatuck,	1618
24	24	Oxford,	1559
25	25	Derby,	1238
		NEW LONDON CO.	
1	1	Lisbon,	3352
2	2	New London,	3127
3	3	Stonington,	2956
4	4	Norwich,	2687
5	5	Lebanon,	2684
6	6	Colchester,	2283
9	7	Franklin,	2193
13	8	Bozrah,	2005
7	9	North Stonington,	1941
11	10	Groton,	1912
8	11	Griswold,	1906
10	12	Salem,	1885
14	13	Montville,	1698
12	14	Waterford,	1684
15	15	Ledyard,	1606
16	16	Preston,	1388
18	17	East Lyme,	1319
17	18	Old Lyme,	1297
19	19	Lyme,	1239
20	20	Sprague,	1162
		FAIRFIELD CO.	
1	1	Darien,	3788
10	2	Reading,	3044
9	3	New Fairfield,	2611
6	4	Stamford,	2608
3	5	Brookfield,	2579
2	6	Westport,	2568
7	7	Trumbull,	2538
4	8	Fairfield,	2485
8	9	Ridgefield,	2437
5	10	Sherman,	2394
13	11	Monroe,	2353
11	12	Easton,	2296
12	13	Weston,	2250
15	14	Danbury,	2004

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1878–79.	1879–80.	TOWNS.	Am't for each child.
14	15	New Canaan,	$1989
17	16	Greenwich,	1903
16	17	Stratford,	1853
21	18	Wilton,	1821
18	19	Norwalk,	1798
19	20	Bridgeport,	1720
22	21	Newtown,	1719
20	22	Huntington,	1623
23	23	Bethel,	1431
		WINDHAM CO.	
1	1	Scotland,	3268
2	2	Brooklyn,	3175
3	3	Pomfret,	2748
5	4	Windham,	2230
6	5	Plainfield,	2132
4	6	Hampton,	1956
7	7	Canterbury,	1889
9	8	Chaplin,	1768
8	9	Woodstock,	1711
12	10	Killingly,	1469
11	11	Thompson,	1458
13	12	Ashford,	1400
10	13	Putnam,	1233
14	14	Sterling,	1225
15	15	Eastford,	1157
16	16	Voluntown,	650
		LITCHFIELD CO.	
1	1	Watertown,	4318
2	2	Bethlehem,	3308
3	3	Washington,	3126
4	4	Goshen,	2769
5	5	Winchester,	2721
7	6	Litchfield,	2636
6	7	Roxbury,	2588
9	8	Woodbury,	2400
8	9	Morris,	2366
10	10	Canaan,	2327
11	11	New Milford,	2314
14	12	Norfolk,	2297
12	13	Bridgewater,	2245
13	14	Salisbury,	2239
17	15	Sharon,	2069
16	16	Harwinton,	1957
15	17	Thomaston,	1956
19	18	Torrington,	1888
20	19	North Canaan,	1798
18	20	Plymouth,	1760
23	21	Warren,	1677
22	22	Cornwall,	1484
21	23	Barkhamsted,	1479
25	24	New Hartford,	$1380
24	25	Colebrook,	1378
26	26	Kent,	1305
		MIDDLESEX CO.	
2	1	Westbrook,	3060
1	2	Essex,	2998
3	3	Middlefield,	2914
4	4	Saybrook,	2481
6	5	Durham,	2478
5	6	Middletown,	2242
9	7	Clinton,	2123
7	8	Portland,	2101
8	9	East Haddam,	1970
10	10	Old Saybrook,	1891
11	11	Chester,	1743
12	12	Cromwell,	1729
13	13	Killingworth,	1598
14	14	Haddam,	1460
15	15	Chatham,	1227
		TOLLAND CO.	
1	1	Andover,	3393
2	2	Somers,	2366
3	3	Ellington,	2338
6	4	Coventry,	1748
9	5	Bolton,	1697
4	6	Hebron,	1684
8	7	Mansfield,	1557
7	8	Columbia,	1550
5	9	Vernon,	1475
11	10	Tolland,	1293
10	11	Stafford,	1194
12	12	Union,	1139
13	13	Willington,	853

		THE COUNTIES.	1878–79.	1879–80.
1	1	Hartford,	$2977	$2813
2	2	New Haven,	2705	2482
3	3	New London,	2350	2315
4	4	Litchfield,	2255	2184
5	5	Middlesex,	2183	2152
6	6	Fairfield,	2086	2020
7	7	Windham,	1795	1755
8	8	Tolland,	1563	1535
		The State,	2423	2317

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TABLE II.

In which all the Towns in the State are arranged according to the percentage of their taxable property appropriated for Public Schools during the year ending August 31st, 1880.

The basis of comparison is the Grand List completed in 1879. The moneys included in this computation are those received for school purposes from Town Taxes, District Taxes, Voluntary Contributions, and "Other Sources." (Column 31 of Receipts in the tables on pages 130, 132, 134, etc.) The amount is given in mills and hundredths of a mill on the dollar; or the figures may be read so many dollars and cents on each thousand dollars.

This Table is designed to show how much money was raised for public schools in each town, according to its *pecuniary ability*. The rank of the towns in this Table may be compared with their rank in Table I.

For a statement of the amount raised and received in each town for every child enumerated, see Table III.

In addition to the moneys included in this Table, each town paid, in proportion to its Grand List, its share of the amount distributed from the State Treasury to the several towns according to their respective number of children enumerated in January, 1880.

1878–79.	1879–80.	TOWNS.	Per cent. for schools.	1878–79.	1879–80.	TOWNS.	Per cent. for schools.
5	1	Southington,	$8.76	14	30	Naugatuck,	$3.85
38	2	Branford,	7.69	39	31	Norwich,	3.65
104	3	Winchester,	6.80	61	32	New Haven,	3.64
19	4	New Britain,	6.45	35	33	Bridgeport,	3.58
9	5	Canton,	6.16	27	34	Ashford,	3.57
4	6	Derby,	6.04	55	35	Hartford,	3.53
13	7	East Windsor,	5.79	46	36	Seymour,	3.48
7	8	Wallingford,	5.58	32	37	Norwalk,	3.47
50	9	Danbury,	5.53	53	38	Colebrook,	3.43
59	10	Waterbury,	5.48	34	39	Middletown,	3.41
6	11	Vernon,	5.19	126	40	Stamford,	3.38
16	12	Bristol,	5.02	28	41	Brooklyn,	3.37
131	13	East Lyme,	4.79	24	42	Kent,	3.35
25	14	Tolland,	4.78	60	43	Oxford,	3.35
37	15	Preston,	4.70	21	44	Bethel,	3.34
22	16	Windsor Locks,	4.68	68	45	East Hartford,	3.33
8	17	Killingly,	4.65	124	46	Durham,	3.33
23	18	Union,	4.57	110	47	North Haven,	3.29
31	19	Farmington,	4.44	80	48	Canterbury,	3.28
1	20	Voluntown,	4.25	40	49	Plainville,	3.27
10	21	Enfield,	4.23	74	50	Manchester,	3.27
160	22	Newington,	4.20	106	51	Groton,	3.26
2	23	Huntington,	4.12	41	52	Granby,	3.24
11	24	Plymouth,	4.09	30	53	Windsor,	3.24
12	25	Chatham,	4.04	18	54	Stratford,	3.19
15	26	Killingworth,	3.93	52	55	Burlington,	3.13
20	27	Woodbridge,	3.91	70	56	Portland,	3.12
26	28	Meriden,	3.90	44	57	Cornwall,	3.03
42	29	Sterling,	3.87	63	58	Coventry,	3.01

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1878–79.	1879–80.	TOWNS.	Per cent. for schools.	1878–79.	1879–88.	TOWNS.	Per cent. for schools.
123	59	Griswold,	$3.00	72	114	Goshen,	$2.18
76	60	Haddam,	2.95	127	115	North Stonington,	2.17
87	61	Willington,	2.95	98	116	Bridgewater,	2.17
64	62	Torrington,	2.90	122	117	Sherman,	2.16
77	63	Madison,	2.88	111	118	Simsbury,	2.14
48	64	Fairfield,	2.86	67	119	Greenwich,	2.13
136	65	Woodbury,	2.84	143	120	Franklin,	2.12
65	66	Glastonbury,	2.80	71	121	Salisbury,	2.09
43	67	Windham,	2.80	84	122	Wilton,	2.08
49	68	Harwinton,	2.77	140	123	South Windsor,	2.06
47	69	New Fairfield,	2.76	100	124	Hamden,	2.05
86	70	Mansfield,	2.76	129	125	Stafford,	2.04
33	71	Warren,	2.72	132	126	Trumbull,	2.04
69	72	Thomaston,	2.67	102	127	Cromwell,	2.02
79	73	Montville,	2.67	57	128	Columbia,	2.02
135	74	Prospect,	2.66	109	129	Guilford,	2.00
66	75	Colchester,	2.65	51	130	Orange,	1.99
114	76	Milford,	2.65	97	131	Salem,	1.94
56	77	Somers,	2.63	36	132	East Haven,	1.93
81	78	Chester,	2.63	115	133	Scotland,	1.93
99	79	East Haddam,	2.56	147	134	Monroe,	1.93
96	80	Brookfield,	2.55	137	135	Ellington,	1.89
62	81	Easton,	2.54	17	136	Waterford,	1.89
92	82	Sharon,	2.51	78	137	Lisbon,	1.84
117	83	Ridgefield,	2.50	105	138	Reading,	1.83
85	84	Saybrook,	2.47	108	139	Middlefield,	1.83
145	85	Southbury,	2.47	161	140	Thompson,	1.74
94	86	Cheshire,	2.45	133	141	Middlebury,	1.73
88	87	Hebron,	2.45	141	142	Westbrook,	1.72
29	88	New Hartford,	2.43	154	143	Woodstock,	1.70
58	89	Essex,	2.42	163	144	Hampton,	1.66
91	90	New Milford,	2.41	149	145	Lebanon,	1.65
83	91	New Canaan,	2.39	146	146	Ledyard,	1.64
89	92	Bethany,	2.39	90	147	Andover,	1.63
75	93	New London,	2.39	150	148	Westport,	1.62
103	94	North Branford,	2.38	144	149	Rocky Hill,	1.56
120	95	North Canaan,	2.38	142	150	Canaan,	1.49
118	96	Chaplin,	2.37	153	151	Lyme,	1.47
73	97	Wolcott,	2.36	158	152	East Granby,	1.43
95	98	Putnam,	2.34	155	153	Wethersfield,	1.41
93	99	Newtown,	2.33	116	154	Clinton,	1.40
55	100	Hartland,	2.32	148	155	Litchfield,	1.39
130	101	Stonington,	2.32	3	156	Avon,	1.39
151	102	Suffield,	2.31	125	157	Watertown,	1.35
112	103	Berlin,	2.30	139	158	Bloomfield,	1.32
82	104	Marlborough,	2.30	165	159	Bozrah,	1.31
107	105	Plainfield,	2.28	156	160	Roxbury,	1.31
45	106	Eastford,	2.28	159	161	Darien,	1.24
121	107	Washington,	2.28	162	162	Weston,	1.20
54	108	Barkhamsted,	2.27	164	163	Pomfret,	1.04
119	109	West Hartford,	2.25	152	164	Beacon Falls,	0.98
128	110	Bolton,	2.25	167	165	Sprague,	0.96
134	111	Norfolk,	2.24	166	166	Old Saybrook,	0.93
113	112	Morris,	2.20	157	167	Old Lyme,	0.63
101	113	Bethlehem,	2.18				

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The order of the Towns in the several Counties is as follows:

TABLE II—continued.

The Towns in each County arranged according to the percentage of their property appropriated for Public Schools during the year ending August 31st, 1880.

1878-79.	1879-80.	TOWNS.	Per cent. for schools.
		HARTFORD CO.	
2	1	Southington,	$8.76
7	2	New Britain,	6.45
3	3	Canton,	6.16
5	4	East Windsor,	5.79
6	5	Bristol,	5.02
8	6	Windsor Locks,	4.68
10	7	Farmington,	4.44
4	8	Enfield,	4.23
29	9	Newington,	4.20
14	10	Hartford,	3.53
16	11	East Hartford,	3.33
11	12	Plainville,	3.27
17	13	Manchester,	3.27
12	14	Granby,	3.24
9	15	Windsor,	3.24
13	16	Burlington,	3.13
15	17	Glastonbury,	2.80
22	18	Hartland,	2.32
26	19	Suffield,	2.31
20	20	Berlin,	2.30
18	21	Marlborough,	2.30
21	22	West Hartford,	2.25
19	23	Simsbury,	2.14
24	24	South Windsor,	2.06
25	25	Rocky Hill,	1.56
28	26	East Granby,	1.43
27	27	Wethersfield,	1.41
1	28	Avon,	1.39
23	29	Bloomfield,	1.32
		NEW HAVEN CO.	
7	1	Branford,	7.69
1	2	Derby,	6.04
2	3	Wallingford,	5.58
10	4	Waterbury,	5.48
4	5	Woodbridge,	3.91
5	6	Meriden,	3.90
3	7	Naugatuck,	3.85
12	8	New Haven,	3.64
8	9	Seymour,	3.48
11	10	Oxford,	3.35
20	11	North Haven,	3.29
14	12	Madison,	2.88
23	13	Prospect,	2.66
21	14	Milford,	2.65
24	15	Southbury,	$2.47
16	16	Cheshire,	2.45
15	17	Bethany,	2.39
18	18	North Branford,	2.38
13	19	Wolcott,	2.36
17	20	Hamden,	2.05
19	21	Guilford,	2.00
9	22	Orange,	1.99
6	23	East Haven,	1.93
22	24	Middlebury,	1.73
25	25	Beacon Falls,	0.98
		NEW LONDON CO.	
13	1	East Lyme,	4.79
2	2	Preston,	4.70
3	3	Norwich,	3.65
9	4	Groton,	3.26
10	5	Griswold,	3.00
7	6	Montville,	2.67
4	7	Colchester,	2.65
5	8	New London,	2.39
12	9	Stonington,	2.32
11	10	North Stonington,	2.17
14	11	Franklin,	2.12
8	12	Salem,	1.94
1	13	Waterford,	1.89
6	14	Lisbon,	1.84
16	15	Lebanon,	1.65
15	16	Ledyard,	1.64
17	17	Lyme,	1.47
19	18	Bozrah,	1.31
20	19	Sprague,	0.96
18	20	Old Lyme,	0.63
		FAIRFIELD CO.	
8	1	Danbury,	5.53
1	2	Huntington,	4.12
5	3	Bridgeport,	3.58
4	4	Norwalk,	3.47
18	5	Stamford,	3.38
3	6	Bethel,	3.34
2	7	Stratford,	3.19
7	8	Fairfield,	2.86
6	9	New Fairfield,	2.76
14	10	Brookfield,	2.55
9	11	Easton,	2.54
16	12	Ridgefield,	2.50

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1878-79.	1879-80.	TOWNS.	Per cent. for schools.
11	13	New Canaan,	$2.39
13	14	Newtown,	2.33
17	15	Sherman,	2.16
10	16	Greenwich,	2.13
12	17	Wilton,	2.08
19	18	Trumbull,	2.04
20	19	Monroe,	1.93
15	20	Reading.	1.83
21	21	Westport,	1.62
22	22	Darien,	1.24
23	23	Weston,	1.20
		WINDHAM CO.	
2	1	Killingly,	4.65
1	2	Voluntown,	4.25
5	3	Sterling,	3.87
3	4	Ashford,	3.57
4	5	Brooklyn,	3.37
8	6	Canterbury,	3.28
6	7	Windham,	2.80
12	8	Chaplin,	2.37
9	9	Putnam,	2.34
10	10	Plainfield,	2.28
7	11	Eastford,	2.28
11	12	Scotland,	1.93
14	13	Thompson,	1.74
13	14	Woodstock,	1.70
15	15	Hampton,	1.66
16	16	Pomfret,	1.04
		LITCHFIELD CO.	
17	1	Winchester,	6.80
1	2	Plymouth,	4.09
7	3	Colebrook,	3.43
2	4	Kent,	3.35
5	5	Cornwall,	3.03
9	6	Torrington,	2.90
23	7	Woodbury,	2.84
6	8	Harwinton,	2.77
4	9	Warren,	2.72
10	10	Thomaston,	2.67
14	11	Sharon,	2.51
3	12	New Hartford,	2.43
13	13	New Milford,	2.41
19	14	North Canaan,	2.38
20	15	Washington,	2.28
8	16	Barkhamsted,	2.27
22	17	Norfolk,	2.24
18	18	Morris,	2.20
16	19	Bethlehem,	2.18
12	20	Goshen,	2.18
15	21	Bridgewater,	2.17
11	22	Salisbury,	$2.09
24	23	Canaan,	1.49
25	24	Litchfield,	1.39
21	25	Watertown,	1.35
26	26	Roxbury,	1.31
		MIDDLESEX CO.	
1	1	Chatham,	4.04
2	2	Killingworth,	3.93
3	3	Middletown,	3.41
13	4	Durham,	3.33
5	5	Portland,	3.12
6	6	Haddam,	2.95
7	7	Chester,	2.63
9	8	East Haddam,	2.56
8	9	Saybrook,	2.47
4	10	Essex,	2.42
10	11	Cromwell,	2.02
11	12	Middlefield,	1.83
14	13	Westbrook,	1.72
12	14	Clinton,	1.40
15	15	Old Saybrook,	0.93
		TOLLAND CO.	
1	1	Vernon,	5.19
3	2	Tolland,	4.78
2	3	Union,	4.57
6	4	Coventry,	3.01
8	5	Willington,	2.95
7	6	Mansfield,	2.76
4	7	Somers,	2.63
9	8	Hebron,	2.45
11	9	Bolton,	2.25
12	10	Stafford,	2.04
5	11	Columbia,	2.02
13	12	Ellington,	1.89
10	13	Andover,	1.63

		THE COUNTIES.	1878-79.	1879-80.
2	1	New Haven,	$3.09	$3.83
3	2	Hartford,	3.05	3.75
1	3	Tolland,	3.33	3.65
5	4	Fairfield,	2.88	3.21
6	5	Middlesex.	2.86	2.88
7	6	New London,	2.60	2.84
8	7	Litchfield,	2.46	2.84
4	8	Windham,	2.91	2.74
		The State,	$2.63	$3.40

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TABLE III.

In which all the Towns in the State are arranged according to the amount of money which they report as raised and received for the Public Schools from all sources for each child enumerated: not including money for new school houses.

The money raised for building new school houses is not included in these computations, because it is for a special and occasional object. The twenty-three towns in which additional money was raised for that object are designated by a *.

☞ See page 148, also note on page 159. Table II, on the previous pages, shows how much each town raised in proportion to its pecuniary ability.

1878-79.	1879-80.	TOWNS.	Am't for each child.	1878-79.	1879-80.	TOWNS.	Am't for each child.
1	1	Hartford,	$19.11	2	42	*Wallingford,	$9.36
75	2	Southington,	15.69	65	43	Simsbury,	9.34
3	3	West Hartford,	14.10	15	44	Andover,	9.29
5	4	*Canton,	14.08	58	45	Portland,	9.27
6	5	Brooklyn,	13.48	102	46	Preston,	9.22
8	6	Wolcott,	13.44	70	47	Ridgefield,	9.18
16	7	Bristol,	12.95	33	48	*Derby,	9.12
7	8	Woodbridge,	12.37	149	49	Tolland,	9.08
13	9	Norwich,	12.26	108	50	Canterbury,	9.05
10	10	*New Haven,	12.25	26	51	Goshen,	8.98
9	11	*Farmington,	11.65	28	52	Enfield,	8.89
93	12	Durham,	11.61	74	53	Reading,	8.84
12	13	New London,	11.41	40	54	Saybrook,	8.84
51	14	*Winchester,	10.88	30	55	Windham,	8.83
71	15	*Middletown,	10.72	45	56	Watertown,	8.81
36	16	Bethany,	10.38	32	57	Norwalk,	8.78
23	17	New Fairfield,	10.36	25	58	*Killingly,	8.77
37	18	Washington,	10.26	50	59	Colchester,	8.75
17	19	Fairfield,	10.20	20	60	Stratford,	8.72
21	20	Scotland,	10.11	34	61	Harwinton,	8.71
86	21	North Haven,	10.10	56	62	Westbrook,	8.63
19	22	Vernon,	10.08	89	63	Oxford,	8.62
48	23	*Danbury,	10.05	24	64	Naugatuck,	8.60
80	24	Essex,	10.01	131	65	Griswold,	8.59
88	25	Woodbury,	9.92	84	66	Trumbull,	8.56
41	26	South Windsor,	9.88	49	67	Bridgeport,	8.55
42	27	Easton,	9.86	54	68	New Milford,	8.52
57	28	North Branford,	9.86	91	69	Marlborough,	8.51
14	29	Plymouth,	9.78	18	70	*Meriden,	8.47
11	30	Bethlehem,	9.78	67	71	Sherman,	8.46
31	31	Wethersfield,	9.76	83	72	*Waterbury,	8.44
46	32	Brookfield,	9.72	110	73	Southbury,	8.36
4	33	Lisbou,	9.69	60	74	Ellington,	8.34
115	34	Franklin,	9.58	52	75	Morris,	8.34
29	35	Killingworth,	9.52	39	76	Middlefield,	8.32
101	36	Prospect,	9.51	35	77	East Windsor,	8.28
27	37	Huntington,	9.50	119	78	Coventry,	8.26
55	38	Stonington,	9.47	106	79	*Stamford,	8.26
22	39	Somers,	9.41	100	80	Sharon,	8.21
44	40	*East Hartford,	9.37	92	81	Cheshire,	8.21
38	41	Windsor,	9.36	72	82	Granby,	8.16

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1878–79.	1879–80.	TOWNS.	Am't for each child.	1878–79.	1879–80.	TOWNS.	Am't for each child.
96	83	Torrington,	$8.15	121	126	Monroe,	$7.07
47	84	Guilford,	8.14	148	127	North Canaan,	7.02
126	85	Milford,	8.10	107	128	Salem,	6.98
97	86	East Haddam,	8.04	98	129	Litchfield,	6.96
116	87	*Norfolk,	8.03	132	130	Wilton,	6.89
68	88	Ashford,	8.00	138	131	Newtown,	6.88
81	89	Beacon Falls,	7.98	140	132	Westport,	6.88
63	90	Bridgewater,	7.98	144	133	Burlington,	6.85
94	91	Berlin,	7.96	141	134	East Granby,	6.85
99	92	Lebanon,	7.92	130	135	Glastonbury,	6.80
85	93	*Branford,	7.91	136	136	*Groton,	6.70
139	94	Windsor Locks,	7.87	129	137	Greenwich,	6.67
61	95	Orange,	7.87	124	138	Avon,	6.66
53	96	Warren,	7.85	120	139	Roxbury,	6.61
123	97	Sterling,	7.80	82	140	Barkhamsted,	6.57
79	98	Chatham,	7.79	113	141	Canaan,	6.54
69	99	Thomaston,	7.70	122	142	Middlebury,	6.47
104	100	North Stonington,	7.68	147	143	Weston,	6.43
114	101	Union,	7.63	152	144	Hampton,	6.43
145	102	Bolton,	7.57	105	145	Columbia,	6.33
76	103	New Canaan,	7.57	77	146	Bethel,	6.32
109	104	Plainfield,	7.53	95	147	New Hartford,	6.31
78	105	Kent,	7.50	43	148	Plainville,	6.18
59	106	Darien,	7.48	143	149	Cromwell,	6.14
66	107	*Seymour,	7.48	155	150	Woodstock,	6.12
73	108	*New Britain,	7.44	146	151	Pomfret,	6.11
111	109	Chester,	7.44	150	152	Ledyard,	6.10
103	110	Hebron,	7.42	161	153	*Newington,	6.10
134	111	Chaplin,	7.40	153	154	Waterford,	6.09
90	112	Bloomfield,	7.39	154	155	Clinton,	5.87
137	113	*East Haven,	7.37	135	156	Eastford,	5.86
87	114	Cornwall,	7.36	164	157	Bozrah,	5.64
128	115	Mansfield,	7.36	156	158	Voluntown,	5.54
64	116	*Madison,	7.33	151	159	Putnam,	5.38
133	117	Manchester,	7.32	157	160	Willington,	5.34
118	118	Montville,	7.31	166	161	Thompson,	5.20
112	119	Haddam,	7.31	163	162	Lyme,	5.14
62	120	Salisbury,	7.26	158	163	Rocky Hill,	5.09
125	121	*Suffield,	7.26	160	164	Stafford,	5.04
142	122	Hartland,	7.23	165	165	Old Saybrook,	4.22
159	123	*East Lyme,	7.15	162	166	Old Lyme,	3.74
117	124	Colebrook,	7.13	167	167	Sprague,	3.52
127	125	Hamden,	7.11				

NOTE.—In preparing this table the intention has been to deduct money *raised* for new school houses. The amounts *expended* for that purpose are given on page 148. But those amounts are in many cases different from the amounts *raised* for the same purpose within the year now reported. Hence the sums deducted are not in all cases given on that page. The differences are as follows: In East Hartford, $621.50, instead of $1,500.00. In Bethany, nothing deducted. In East Haven, $1,475, deducted instead of $5,000. In Meriden, $9,981.96 deducted, instead of $1,419.54. In Wallingford, $5,683.61 deducted, instead of $734.71. In Waterbury, $17,546.04 deducted, instead of $10,129.54. In Danbury. $9,468.27 deducted, instead of $1,603.60. In Killingly, $1,000 deducted. In Windham, nothing deducted. In Winchester, $10,347.64 deducted.

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The order of the Towns in each County is given below.

TABLE III—continued.

The Towns in each County arranged according to the amount of money which they report as raised and received for Public Schools from all sources for each child enumerated.

Money for new school houses is not included. The towns in which additional money was raised for that purpose are designated by a *.

☞ See page 148, also note on page 159.

1878-79.	1879-80.	TOWNS.	Am't for each child.
		HARTFORD CO.	
1	1	Hartford,	$19.11
16	2	Southington,	15.69
2	3	West Hartford,	14.10
3	4	*Canton,	14.08
5	5	Bristol,	12.95
4	6	*Farmington,	11.65
10	7	South Windsor,	9.88
7	8	Wethersfield,	9.76
12	9	*East Hartford,	9.37
9	10	Windsor,	9.36
13	11	Simsbury,	9.34
6	12	Enfield,	8.89
18	13	Marlborough,	8.51
8	14	East Windsor,	8.28
14	15	Granby,	8.16
19	16	Berlin,	7.96
24	17	Windsor Locks,	7.87
15	18	*New Britain,	7.44
17	19	Bloomfield,	7.39
23	20	Manchester,	7.32
21	21	*Suffield,	7.26
26	22	Hartland,	7.23
27	23	Burlington,	6.85
25	24	East Granby,	6.85
22	25	Glastonbury,	6.80
20	26	Avon,	6.66
11	27	Plainville,	6.18
29	28	*Newington,	6.10
28	29	Rocky Hill,	5.09
		NEW HAVEN CO.	
3	1	Wolcott,	13.44
2	2	Woodbridge,	12.37
4	3	*New Haven,	12.25
8	4	Bethany,	10.38
17	5	North Haven,	10.10
10	6	North Branford,	9.86
20	7	Prospect,	9.51
1	8	*Wallingford,	9.36
7	9	*Derby,	9.12
18	10	Oxford,	8.62
6	11	Naugatuck,	8.60
5	12	*Meriden,	8.47
15	13	*Waterbury,	$8.44
21	14	Southbury,	8.36
19	15	Cheshire,	8.21
9	16	Guilford,	8.14
23	17	Milford,	8.10
14	18	Beacon Falls,	7.98
16	19	*Branford,	7.91
11	20	Orange,	7.87
13	21	*Seymour,	7.48
25	22	*East Haven,	7.37
12	23	*Madison,	7.33
24	24	Hamden,	7.11
22	25	Middlebury,	6.47
		NEW LONDON CO.	
3	1	Norwich,	12.26
2	2	New London,	11.41
1	3	Lisbon,	9.69
10	4	Franklin,	9.58
5	5	Stonington,	9.47
7	6	Preston,	9.22
4	7	Colchester,	8.75
12	8	Griswold,	8.59
6	9	Lebanon,	7.92
8	10	North Stonington,	7.68
11	11	Montville,	7.31
16	12	*East Lyme,	7.15
9	13	Salem,	6.98
13	14	*Groton,	6.70
14	15	Ledyard,	6.10
15	16	Waterford,	6.09
19	17	Bozrah,	5.64
18	18	Lyme,	5.14
17	19	Old Lyme,	3.74
20	20	Sprague,	3.52
		FAIRFIELD CO.	
3	1	New Fairfield,	10.36
1	2	Fairfield,	10.20
8	3	*Danbury,	10.05
6	4	Easton,	9 86
7	5	Brookfield,	9.72
4	6	Huntington,	9.50
12	7	Ridgefield,	9.18
13	8	Reading,	8.84

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1878-79.	1879-80.	TOWNS.	Am't for each child.
5	9	Norwalk,	$8.78
2	10	Stratford,	8.72
16	11	Trumbull,	8.56
9	12	Bridgeport,	8.55
11	13	Sherman,	8.46
17	14	*Stamford,	8.26
14	15	New Canaan,	7.57
10	16	Darien,	7.48
18	17	Monroe,	7.07
20	18	Wilton,	6.89
21	19	Newtown,	6.88
22	20	Westport,	6.88
19	21	Greenwich,	6.67
23	22	Weston,	6.43
15	23	Bethel,	6.32
		WINDHAM CO.	
1	1	Brooklyn,	13.48
2	2	Scotland,	10.11
6	3	Canterbury,	9.05
4	4	Windham,	8.83
3	5	*Killingly,	8.77
5	6	Ashford,	8.00
8	7	Sterling,	7.80
7	8	Plainfield,	7.53
9	9	Chaplin,	7.40
13	10	Hampton,	6.43
14	11	Woodstock,	6.12
11	12	Pomfret,	6.11
10	13	Eastford,	5.86
15	14	Voluntown,	5.54
12	15	Putnam,	5.38
16	16	Thompson,	5.20
		LITCHFIELD CO.	
7	1	*Winchester,	10.88
5	2	Washington,	10.26
17	3	Woodbury,	9.92
2	4	Plymouth,	9.78
1	5	Bethlehem,	9.78
3	6	Goshen,	8.98
6	7	Watertown,	8.81
4	8	Harwinton,	8.71
10	9	New Milford,	8.52
8	10	Morris,	8.34
21	11	Sharon,	8.21
19	12	Torrington,	8.15
23	13	*Norfolk,	8.03
12	14	Bridgewater,	7.98
9	15	Warren,	7.85
13	16	Thomaston,	7.70
14	17	Kent,	7.50
16	18	Cornwall,	7.36
11	19	Salisbury,	7.26
24	20	Colebrook,	$7.13
26	21	North Canaan,	7.02
20	22	Litchfield,	6.96
25	23	Roxbury,	6.61
15	24	Barkhamsted,	6.57
22	25	Canaan,	6.54
18	26	New Hartford,	6.31
		MIDDLESEX CO.	
9	1	Durham,	11.61
6	2	*Middletown,	10.72
8	3	Essex,	10.01
1	4	Killingworth,	9.52
5	5	Portland,	9.27
3	6	Saybrook,	8.84
4	7	Westbrook,	8.63
2	8	Middlefield,	8.32
10	9	East Haddam,	8.04
7	10	Chatham,	7.79
11	11	Chester,	7.44
12	12	Haddam,	7.31
13	13	Cromwell,	6.14
14	14	Clinton,	5.87
15	15	Old Saybrook,	4.22
		TOLLAND CO.	
2	1	Vernon,	10.08
3	2	Somers,	9 41
1	3	Andover,	9.29
11	4	Tolland,	9.08
4	5	Ellington,	8.34
8	6	Coventry,	8.26
7	7	Union,	7.63
10	8	Bolton,	7.57
5	9	Hebron,	7.42
9	10	Mansfield,	7.36
6	11	Columbia,	6.33
12	12	Willington,	5.34
13	13	Stafford,	5.04

		THE COUNTIES.	1878-79.	1879-80.
1	1	Hartford,	$12.21	$13.22
2	2	New Haven,	11.03	12.03
4	3	New London,	9.18	9.45
5	4	Fairfield,	8.90	9.13
6	5	Litchfield,	8.58	9.09
3	6	Middlesex,	9.20	9.01
7	7	Tolland,	8.28	8.05
8	8	Windham,	8.20	7.53
		The State,	$10.05	$10.57

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TABLE IV.

In which all the Towns in the State are arranged according to the percentage of their children, who attended the Public Schools during some part of the year ending August 31st, 1880.

This Table is formed by comparing the whole number of *different* scholars registered in each town with the number of children enumerated in January, 1880—i. e., the numbers in column 12 with those in column 8 in the statistical tables of the several Counties, pages 130–145. The very large percentage in some towns results from one or more of the following causes: 1. The attendance of scholars over 16 years of age. 2. The attendance of those under 4 years of age. 3. The attendance of those residing in adjoining towns. 4. The removal of families with children into a town after the enumeration has been made.

In preparing this Table, those children who attended other schools than the Public Schools are not taken into account. In some towns a large proportion of the children are in Private Schools, as will be seen by column 13 in the tables above mentioned.

1878-79.	1879-80.	TOWNS.	Per cent. in public schools	1878-79.	1879-80.	TOWNS.	Per cent. in public schools.
33	1	Andover,	122.5	3	31	Roxbury,	104.3
4	2	Lisbon,	119.8	51	32	Watertown,	104.2
18	3	New Fairfield,	113.7	23	33	Wolcott,	103.9
7	4	Prospect,	113.6	29	34	Harwinton,	103.7
8	5	Sherman,	111.6	61	35	Windsor,	103.5
10	6	Hampton,	110.2	20	36	Simsbury,	103.4
5	7	Morris,	110.1	55	37	Huntington,	103.2
24	8	Hartland,	109.7	77	38	Monroe,	103.2
2	9	Scotland,	109.6	1	39	Ashford,	102.2
9	10	Clinton,	108.9	65	40	Chaplin,	102.2
14	11	Canterbury,	108.7	88	41	Essex,	101.5
11	12	Ledyard,	108.6	48	42	Norfolk,	101.5
30	13	North Stonington,	108.4	89	43	Haddam,	101.4
41	14	Oxford,	108.3	83	44	Griswold,	101.1
35	15	South Windsor,	108.3	50	45	Woodbury,	100.7
112	16	Saybrook,	108.3	45	46	Pomfret,	100.3
62	17	Tolland	108.1	74	47	Granby,	100.3
28	18	Kent,	107.3	22	48	Preston,	100.2
36	19	Somers,	107.2	80	49	Columbia,	100.0
66	20	North Branford,	106.9	15	50	Hebron,	100.0
17	21	Washington,	106.8	43	51	Killingworth,	100.0
47	22	Easton,	106.7	13	52	Westbrook,	100.0
31	23	Barkhamsted,	106.3	72	53	West Hartford,	99.4
63	24	Brookfield,	105.7	38	54	Guilford,	99.3
54	25	Coventry,	105.6	42	55	Mansfield,	99.2
34	26	Salem,	105.6	115	56	Brooklyn,	99.2
39	27	Bethany,	105.1	71	57	New London,	98.9
16	28	Lebanon,	104.9	76	58	New Milford,	98.3
32	29	Canton,	104.3	92	59	Franklin,	97.9
19	30	Colebrook,	104.3	103	60	Rocky Hill,	97.8

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1878-79.	1879-80.	TOWNS.	Per cent. in public schools.	1878-79.	1879-80.	TOWNS.	Per cent. in public schools.
95	61	Burlington,	97.6	122	115	Wallingford,	90.6
159	62	Reading,	97.6	90	116	East Lyme,	90.4
109	63	Groton,	97.5	129	117	Newington,	90.3
98	64	Bloomfield,	97.5	111	118	Bolton,	90.3
58	65	Plymouth,	97.1	100	119	Avon,	89.8
68	66	Wilton,	97.0	26	120	Goshen,	89.4
27	67	East Haddam,	96.9	104	121	Bethel,	89.2
67	68	Cromwell,	96.9	126	122	Marlborough,	87.8
12	69	Bridgewater,	96.9	70	123	Chatham,	87.8
49	70	Willington,	96.5	132	124	Danbury,	87.8
113	71	Bozrah,	96.4	73	125	Middlebury,	87.7
6	72	Bethlehem,	96.4	86	126	Torrington,	87.4
40	73	Wethersfield,	96.2	127	127	Derby,	87.2
102	74	Warren,	96.1	119	128	Hamden,	87.0
25	75	Woodbridge,	95.6	134	129	Cheshire,	86.8
96	76	Ridgefield,	95.6	46	130	Voluntown,	86.2
108	77	Newtown,	95.4	147	131	Norwich,	86.0
52	78	Eastford,	95.1	107	132	Farmington,	85.9
60	79	Colchester,	95.1	57	133	Branford,	85.7
121	80	Berlin,	95.1	130	134	Plainville,	85.5
78	81	Sharon,	95.0	160	135	New Hartford,	85.3
44	82	Woodstock,	94.9	145	136	Old Lyme,	85.3
37	83	Chester,	94.7	114	137	Darien,	85.2
120	84	Trumbull,	94.6	133	138	Glastonbury,	85.1
118	85	Salisbury,	94.5	116	139	Stratford,	84.4
85	86	East Granby,	94.1	144	140	Plainfield,	84.1
84	87	Sterling,	94.1	82	141	Thomaston,	83.3
56	88	Middlefield,	93.9	154	142	Milford,	82.7
94	89	Waterford,	93.8	125	143	Vernon,	82.3
91	90	Fairfield,	93.8	149	144	Greenwich,	82.2
79	91	Madison,	93.7	141	145	New Haven,	81.2
21	92	Montville,	93.7	140	146	Orange,	81.0
97	93	Naugatuck,	93.4	143	147	Manchester,	80.9
69	94	Seymour,	93.3	151	148	Waterbury,	80.8
87	95	Cornwall,	93.3	128	149	Canaan,	80.7
93	96	Litchfield,	93.1	146	150	Norwalk,	80.2
59	97	Weston,	92.7	142	151	Windsor Locks,	79.9
75	98	New Canaan,	92.6	148	152	Hartford,	78.9
136	99	Durham,	92.6	152	153	Middletown,	78.5
99	100	Bristol,	92.5	156	154	Thompson,	77.6
64	101	East Hartford,	92.3	153	155	East Haven,	77.2
124	102	Lyme,	92.2	157	156	Westport,	77.2
135	103	North Canaan,	92.0	158	157	Bridgeport,	77.0
117	104	Portland,	91.7	155	158	Winchester,	76.7
106	105	Killingly,	91.7	162	159	Windham,	74.4
105	106	Beacon Falls,	91.3	164	160	Old Saybrook,	73.2
81	107	East Windsor,	91.3	138	161	Meriden,	72.2
110	108	North Haven,	91.3	150	162	Stafford,	72.1
123	109	Stonington,	91.2	161	163	New Britain,	68.7
137	110	Suffield,	91.2	163	164	Enfield,	66.5
53	111	Union,	91.2	165	165	Stamford,	65.4
101	112	Ellington,	91.0	167	166	Sprague,	40.3
139	113	Southbury,	90.8	166	167	Putnam,	40.3
131	114	Southington,	90.8				

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The order of the Towns in each County is next given.

TABLE IV—continued.

The Towns of each County arranged according to the percentage of their children who attended Public Schools during some part of the year ending August 31st, 1880.

1878-79.	1879-80.	TOWNS.	Per cent. in public schools.
		HARTFORD CO.	
2	1	Hartland,	109.7
4	2	South Windsor,	108.3
3	3	Canton,	104.3
6	4	Windsor,	103.5
1	5	Simsbury,	103.4
9	6	Granby,	100.3
8	7	West Hartford,	99.4
16	8	Rocky Hill,	97.8
12	9	Burlington,	97.6
13	10	Bloomfield,	97.5
5	11	Wethersfield,	96.2
18	12	Berlin,	95.1
11	13	East Granby,	94.1
14	14	Bristol,	92.5
7	15	East Hartford,	92.3
10	16	East Windsor,	91.3
24	17	Suffield,	91.2
22	18	Southington,	90.8
20	19	Newington,	90.3
15	20	Avon,	89.8
19	21	Marlborough,	87.8
17	22	Farmington,	85.9
21	23	Plainville,	85.5
23	24	Glastonbury,	85.1
26	25	Manchester,	80.9
25	26	Windsor Locks,	79.9
27	27	Hartford,	78.9
28	28	New Britain,	68.7
29	29	Enfield,	66.5
		NEW HAVEN CO.	
1	1	Prospect,	113.6
6	2	Oxford,	108.3
8	3	North Branford,	106.9
5	4	Bethany,	105.1
2	5	Wolcott,	103.9
4	6	Guilford,	99.3
3	7	Woodbridge,	95.6
11	8	Madison,	93.7
12	9	Naugatuck,	93.4
9	10	Seymour,	93.3
13	11	Beacon Falls,	91.3
14	12	North Haven,	91.3
20	13	Southbury,	90.8
16	14	Wallingford,	90.6
10	15	Middlebury,	87.7
17	16	Derby,	87.2
15	17	Hamden,	87.0
18	18	Cheshire,	86.8
7	19	Branford,	85.7
25	20	Milford,	82.7
22	21	New Haven,	81.2
21	22	Orange,	81.0
23	23	Waterbury,	80.8
24	24	East Haven,	77.2
19	25	Meriden,	72.2
		NEW LONDON CO.	
1	1	Lisbon,	119.8
2	2	Ledyard,	108.6
6	3	North Stonington,	108.4
7	4	Salem,	105.6
3	5	Lebanon,	104.9
10	6	Griswold,	101.1
5	7	Preston,	100.2
9	8	New London,	98.9
12	9	Franklin,	97.9
14	10	Groton,	97.5
15	11	Bozrah,	96.4
8	12	Colchester,	95.1
13	13	Waterford,	93.8
4	14	Montville,	93.7
17	15	Lyme,	92.2
16	16	Stonington,	91.2
11	17	East Lyme,	90.4
19	18	Norwich,	86.0
18	19	Old Lyme,	85.3
20	20	Sprague,	40.3
		FAIRFIELD CO.	
2	1	New Fairfield,	113.7
1	2	Sherman,	111.6
3	3	Easton,	106.7
6	4	Brookfield,	105.7
4	5	Huntington,	103.2
9	6	Monroe,	103.2
22	7	Reading,	97.6
7	8	Wilton,	97.0
11	9	Ridgefield,	95.6
13	10	Newtown,	95.4
16	11	Trumbull,	94.6
10	12	Fairfield,	93.8

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1878–79.	1879–80.	TOWNS.	Per cent. in public schools.
5	13	Weston,	92.7
8	14	New Canaan,	92.6
12	15	Bethel,	89.2
17	16	Danbury,	87.8
14	17	Darien,	85.2
15	18	Stratford,	84.4
19	19	Greenwich,	82.2
18	20	Norwalk,	80.2
20	21	Westport,	77.2
21	22	Bridgeport,	77.0
23	23	Stamford,	65.4
		WINDHAM CO.	
3	1	Hampton,	110.2
2	2	Scotland,	109.6
4	3	Canterbury,	108.7
1	4	Ashford,	102.2
9	5	Chaplin,	102.2
6	6	Pomfret,	100.3
12	7	Brooklyn,	99.2
8	8	Eastford,	95.1
5	9	Woodstock,	94.9
10	10	Sterling,	94.1
11	11	Killingly,	91.7
7	12	Voluntown,	86.2
13	13	Plainfield,	84.1
14	14	Thompson,	77.6
15	15	Windham,	74.4
16	16	Putnam,	40.3
		LITCHFIELD CO.	
2	1	Morris,	110.1
8	2	Kent,	107.3
5	3	Washington,	106.8
10	4	Barkhamsted,	106.3
6	5	Colebrook,	104.3
1	6	Roxbury,	104.3
13	7	Watertown,	104.2
9	8	Harwinton,	103.7
11	9	Norfolk,	101.5
12	10	Woodbury,	100.7
15	11	New Milford,	98.3
14	12	Plymouth,	97.1
4	13	Bridgewater,	96.9
3	14	Bethlehem,	96.4
21	15	Warren,	96.1
16	16	Sharon,	95.0
22	17	Salisbury,	94.5
19	18	Cornwall,	93.3
20	19	Litchfield,	93.1
24	20	North Canaan,	92.0
7	21	Goshen,	89.4
18	22	Torrington,	87.4
26	23	New Hartford,	85.3
17	24	Thomaston,	83.3
23	25	Canaan,	80.7
25	26	Winchester,	76.7
		MIDDLESEX CO.	
1	1	Clinton,	108.9
11	2	Saybrook,	108.3
9	3	Essex,	101.5
10	4	Haddam,	101.4
5	5	Killingworth,	100.0
2	6	Westbrook,	100.0
3	7	East Haddam,	96.9
7	8	Cromwell,	96.9
4	9	Chester,	94.7
6	10	Middlefield,	93.9
13	11	Durham,	92.6
12	12	Portland,	91.7
8	13	Chatham,	87.8
14	14	Middletown,	78.5
15	15	Old Saybrook,	73.2
		TOLLAND CO.	
2	1	Andover,	122.5
8	2	Tolland,	108.1
3	3	Somers,	107.2
7	4	Coventry,	105.6
9	5	Columbia,	100.0
1	6	Hebron,	100.0
4	7	Mansfield,	99.2
5	8	Willington,	96.5
6	9	Union,	91.2
10	10	Ellington,	91.0
11	11	Bolton,	90.3
12	12	Vernon,	82.3
13	13	Stafford,	72.1

		THE COUNTIES.	1878–79.	1879–80.
1	1	Litchfield,	94.6	93.7
4	2	New London,	88.0	90.3
2	3	Tolland,	92.8	89.8
3	4	Middlesex,	90.1	89.7
5	5	Hartford,	85.8	83.5
8	6	Fairfield,	81.9	83.1
6	7	New Haven,	85.6	83.0
7	8	Windham,	83.5	81.0
		The State,	86.24	85.35

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TABLE V.

In which all the Towns in the State are arranged according to their percentage of "average attendance in winter," as compared with their number "registered in winter."

This Table shows the comparative *regularity* of attendance of children in the Public Schools in each town in the State during the winter of 1879–80. It is formed by comparing the numbers in column 9 with those in column 15, in the statistical tables of the several Counties on pages 130–145.

1878–79.	1879–80.	TOWNS.	Per cent.	1878–79.	1879–80.	TOWNS.	Per cent.
7	1	Waterbury,	91.7	20	41	Windsor Locks,	79.3
5	2	New Haven,	88.1	109	42	North Branford,	79.1
1	3	Clinton,	87.9	4	43	Windsor,	79.1
119	4	Bethlehem,	84.5	53	44	South Windsor,	79.0
14	5	Middletown,	84.0	61	45	Bristol,	78.9
11	6	Putnam,	83.9	64	46	North Haven,	78.8
9	7	Enfield,	83.5	139	47	Colchester,	78.7
24	8	Stafford,	83.2	66	48	Bolton,	78.7
60	9	Scotland,	83.2	21	49	West Hartford,	78.6
38	10	Killingworth,	82.8	28	50	Orange,	78.4
87	11	Bloomfield,	82.8	143	51	Winchester,	78.4
39	12	Cornwall,	82.8	145	52	Norfolk,	78.2
12	13	Ellington,	82.6	40	53	Lebanon,	78.2
3	14	Milford,	82.5	81	54	Thomaston,	78.1
46	15	Killingly,	82.4	126	55	Berlin,	78.0
22	16	Danbury,	82.4	29	56	Union,	78.0
27	17	New Britain,	82.3	71	57	Hampton,	78.0
121	18	Newington,	82.3	73	58	Naugatuck,	77.9
59	19	Sprague,	82.0	56	59	Essex,	77.9
16	20	Vernon,	81.7	51	60	Norwalk,	77.6
37	21	Seymour,	81.6	92	61	Groton,	77.5
77	22	Guilford,	81.5	97	62	North Stonington,	77.5
72	23	Saybrook,	81.3	17	63	Columbia,	77.5
15	24	Norwich,	81.3	75	64	Hartford,	77.4
44	25	Thompson,	81.0	80	65	New Hartford,	77.3
23	26	Chester,	80.9	95	66	Madison,	77.3
13	27	Franklin,	80.8	54	67	Middlefield,	77.2
36	28	Woodstock,	80.8	58	68	East Haddam,	77.2
79	29	Chaplin,	80.7	52	69	Lyme,	77.2
2	30	Canton,	80.3	55	70	Plainfield,	77.0
118	31	Plainville,	79.8	123	71	Durham,	76.9
45	32	Suffield,	79.8	107	72	Ledyard,	76.9
74	33	Stamford,	79.7	42	73	Portland,	76.8
8	34	Bridgeport,	79.7	50	74	East Windsor,	76.7
99	35	Marlborough,	79.7	57	75	Glastonbury,	76.7
62	36	Manchester,	79.5	30	76	Stonington,	76.6
6	37	Somers,	79.5	112	77	North Canaan,	76.6
49	38	Willington,	79.4	67	78	Plymouth,	76.6
41	39	Griswold,	79.4	68	79	Hebron,	76.5
43	40	Windham,	79.4	78	80	Derby,	76.5

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1878-79.	1879-80.	TOWNS.	Per cent.
110	81	Southington,	76.5
120	82	Hartland,	76.1
47	83	Brooklyn,	76.1
102	84	East Hartford,	76.1
83	85	East Granby,	75.9
63	86	Mansfield,	75.8
96	87	Meriden,	75.8
103	88	Canterbury,	75.7
10	89	Preston,	75.7
135	90	Rocky Hill,	75.5
82	91	Farmington,	75.4
89	92	Torrington,	75.2
93	93	Goshen,	75.1
18	94	Simsbury,	75 1
76	95	Morris,	75.0
144	96	Middlebury,	74.8
149	97	Prospect,	74.7
31	98	Ashford,	74.6
32	99	Harwinton,	74.3
48	100	Andover,	74.3
69	101	Washington,	74.3
19	102	Chatham,	74.3
100	103	Bridgewater.	74.2
65	104	Wethersfield,	74.1
122	105	Haddam,	73.9
94	106	Coventry,	73.9
35	107	New London,	73.4
111	108	Branford,	73.2
86	109	Stratford,	73.1
34	110	Granby,	73.1
152	111	Darien,	73.0
129	112	Montville,	72.9
25	113	Pomfret,	72.8
70	114	Woodbridge,	72.7
113	115	Bozrah,	72.6
136	116	Wallingford,	72.4
85	117	Waterford,	72.1
84	118	Hamden,	72.1
128	119	Salisbury,	72.1
104	120	Salem,	71.9
132	121	Woodbury,	71.9
137	122	Cromwell,	71.6
163	123	Old Lyme,	71.6
105	124	Bethel,	71.5
131	125	Wolcott,	71.3
101	126	Cheshire,	71.3
106	127	Sterling,	71.1
108	128	Old Saybrook,	71.1
115	129	East Lyme,	71.0
91	130	Tolland,	71.0
156	131	Trumbull,	70.9
26	132	Avon,	70.6
117	133	Colebrook,	70.5
130	134	Canaan,	70.3
116	135	Voluntown,	70.1
124	136	Watertown,	69.9
90	137	Burlington,	69.7
114	138	Barkhamsted,	69.3
98	139	Lisbon,	69.1
133	140	Oxford,	69.0
141	141	Bethany,	69.0
146	142	Southbury,	68.7
88	143	Westbrook,	68.7
138	144	Wilton,	68.6
150	145	Greenwich,	68.5
161	146	New Canaan,	68.4
148	147	New Milford,	68.3
155	148	Ridgefield,	68.1
147	149	Fairfield,	67.9
127	150	Huntington,	67.6
154	151	Kent,	67.5
134	152	Westport,	66.6
151	153	Monroe,	65.6
159	154	Warren,	65.4
157	155	Easton,	64.0
153	156	Roxbury,	63.6
162	157	Sharon,	62.9
142	158	Brookfield,	62.7
125	159	East Haven,	62.6
33	160	Eastford,	61.9
165	161	Weston,	61.5
164	162	New Fairfield,	61.3
167	163	Sherman,	59.5
160	164	Newtown,	59.1
140	165	Litchfield,	58.4
166	166	Reading,	57.9
158	167	Beacon Falls,	56.1

		THE COUNTIES.	1878-79.	1879-80.
1	1	New Haven,	78.9	82.5
2	2	Tolland.	78.3	79.1
3	3	Middlesex,	77.4	79.0
4	4	Windham,	76.7	78.5
6	5	Hartford,	76.0	78.3
5	6	New London,	76.6	77.2
7	7	Fairfield,	73.4	74.1
8	8	Litchfield,	69.9	72.5
		The State,	75.93	77.96

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In the several Counties the Towns rank as follows:

TABLE V—continued.

The Towns in each County arranged according to their percentage of "average attendance in winter," as compared with their number "registered in winter."

1878-79.	1879-80.	TOWNS.	Per cent.
		HARTFORD CO.	
3	1	Enfield,	83.5
20	2	Bloomfield,	82.8
8	3	New Britain,	82.3
27	4	Newington,	82.3
1	5	Canton,	80.3
25	6	Plainville,	79.8
10	7	Suffield,	79.8
22	8	Marlborough,	79.7
15	9	Manchester,	79.5
5	10	Windsor Locks,	79.3
2	11	Windsor,	79.1
12	12	South Windsor,	79.0
14	13	Bristol,	78.9
6	14	West Hartford,	78.6
28	15	Berlin,	78.0
17	16	Hartford,	77.4
11	17	East Windsor,	76.7
13	18	Glastonbury,	76.7
24	19	Southington,	76.5
26	20	Hartland,	76.1
23	21	East Hartford,	76.1
19	22	East Granby,	75.9
29	23	Rocky Hill,	75.5
18	24	Farmington,	75.4
4	25	Simsbury,	75.1
16	26	Wethersfield,	74.1
9	27	Granby,	73.1
7	28	Avon,	70.6
21	29	Burlington,	69.7
		NEW HAVEN CO.	
3	1	Waterbury,	91.7
2	2	New Haven,	88.1
1	3	Milford,	82.5
5	4	Seymour,	81.6
9	5	Guilford,	81.5
15	6	North Branford,	79.1
6	7	North Haven,	78.8
4	8	Orange,	78.4
8	9	Naugatuck,	77.9
12	10	Madison,	77.3
10	11	Derby,	76.5
13	12	Meriden,	75.8
22	13	Middlebury,	74.8
24	14	Prospect,	74.7
16	15	Branford,	73.2
7	16	Woodbridge,	72.7
20	17	Wallingford,	72.4
11	18	Hamden,	72.1
18	19	Wolcott,	71.3
14	20	Cheshire,	71.3
19	21	Oxford,	69.0
21	22	Bethany,	69.0
23	23	Southbury,	68.7
17	24	East Haven,	62.6
25	25	Beacon Falls,	56.1
		NEW LONDON CO.	
9	1	Sprague,	82.0
3	2	Norwich,	81.3
2	3	Franklin,	80.8
7	4	Griswold,	79.4
19	5	Colchester,	78.7
6	6	Lebanon,	78.2
11	7	Groton,	77.5
12	8	North Stonington,	77.5
8	9	Lyme,	77.2
15	10	Ledyard,	76.9
4	11	Stonington,	76.6
1	12	Preston,	75.7
5	13	New London,	73.4
18	14	Montville,	72.9
16	15	Bozrah,	72.6
10	16	Waterford,	72.1
14	17	Salem,	71.9
20	18	Old Lyme,	71.6
17	19	East Lyme,	71.0
13	20	Lisbon,	69.1
		FAIRFIELD CO.	
2	1	Danbury,	82.4
4	2	Stamford,	79.7

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1878-79.	1879-80.	TOWNS.	Per cent.
1	3	Bridgeport,	79.7
3	4	Norwalk,	77.6
5	5	Stratford,	73.1
14	6	Darien,	73.0
6	7	Bethel,	71.5
16	8	Trumbull,	70.9
9	9	Wilton,	68.6
12	10	Greenwich,	68.5
19	11	New Canaan,	68.4
15	12	Ridgefield,	68.1
11	13	Fairfield,	67.9
7	14	Huntington,	67.6
8	15	Westport,	66.6
13	16	Monroe,	65.6
17	17	Easton,	64.0
10	18	Brookfield,	62.9
21	19	Weston,	61.5
20	20	New Fairfield,	61.3
23	21	Sherman,	59.5
18	22	Newtown,	59.1
22	23	Reading,	57.9
		WINDHAM CO.	
1	1	Putnam,	83.9
11	2	Scotland,	83.3
8	3	Killingly,	82.4
7	4	Thompson,	81.0
5	5	Woodstock,	80.8
13	6	Chaplin,	80.7
6	7	Windham,	79.4
12	8	Hampton,	78.0
10	9	Plainfield,	77.0
9	10	Brooklyn,	76.1
14	11	Canterbury,	75.7
3	12	Ashford,	74.6
2	13	Pomfret,	72.8
15	14	Sterling,	71.1
16	15	Voluntown,	70.1
4	16	Eastford,	61.9
		LITCHFIELD CO.	
14	1	Bethlehem,	84.5
2	2	Cornwall,	82.8
20	3	Winchester,	78.4
21	4	Norfolk,	78.2
7	5	Thomaston,	78.1
6	6	New Hartford,	77.3
11	7	North Canaan,	76.6
3	8	Plymouth,	76.6
8	9	Torrington,	76.2
9	10	Goshen,	75.1
5	11	Morris,	75.0
1	12	Harwinton,	74.3
4	13	Washington,	74.3
10	14	Bridgewater,	74.2
16	15	Salisbury,	72.1
18	16	Woodbury,	71.9
13	17	Colebrook,	70.5
17	18	Canaan,	70.3
15	19	Watertown,	69.9
12	20	Barkhamsted,	69.3
22	21	New Milford,	68.3
24	22	Kent,	67.5
25	23	Warren,	65.4
23	24	Roxbury,	63.6
26	25	Sharon,	62.9
19	26	Litchfield,	58.4
		MIDDLESEX CO.	
1	1	Clinton,	87.9
2	2	Middletown,	84.0
5	3	Killingworth	82.8
10	4	Saybrook,	81.3
4	5	Chester,	80.9
8	6	Essex,	77.9
7	7	Middlefield,	77.2
9	8	East Haddam,	77.2
14	9	Durham,	76.9
6	10	Portland,	76 8
3	11	Chatham,	74.3
13	12	Haddam,	73.9
15	13	Cromwell,	71.6
12	14	Old Saybrook,	71.1
11	15	Westbrook,	68.7
		TOLLAND CO.	
5	1	Stafford,	83.2
2	2	Ellington,	82.6
3	3	Vernon,	81.7
1	4	Somers,	79.5
8	5	Willington,	79.4
10	6	Bolton,	78.7
6	7	Union,	78.0
4	8	Columbia,	77.5
11	9	Hebron,	76.5
9	10	Mansfield,	75.8
7	11	Andover,	74.3
13	12	Coventry,	73.9
12	13	Tolland,	71.0

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TABLE VI.

In which all the Towns in the State are arranged according to their percentage of "average attendance in winter," as compared with their number "enumerated."

This Table is designed to show what proportion of children in each town were present, on the average, in the Public Schools during the winter of 1879–80. It is formed by comparing the numbers in column 8 with those in column 15, in the statistical tables of the several Counties on pages 130–145.

1878–79.	1879–80.	TOWNS.	Per cent.	1878–79.	1879–80.	TOWNS.	Per cent.
2	1	Clinton,	85.9	6	41	Somers,	63.9
5	2	Scotland,	85.6	107	42	Durham,	63.8
15	3	Killingworth,	77.1	52	43	Cornwall,	63.7
73	4	North Branford,	76.6	41	44	East Haddam,	63.6
1	5	Lisbon,	75.6	45	45	Wethersfield,	63.2
7	6	Hampton,	74.0	3	46	Ashford,	63.2
9	7	Andover,	73.2	118	47	Haddam,	63.0
21	8	Canterbury,	73.2	131	48	Bozrah,	63.0
11	9	Prospect,	72.8	63	49	North Haven,	62.8
26	10	Ledyard,	72.6	44	50	Pomfret,	62.8
4	11	Canton,	72.6	43	51	Columbia,	62.6
30	12	Guilford,	72.4	22	52	New London,	62.5
10	13	Bethlehem,	71.5	29	53	Windsor,	62.4
23	14	South Windsor,	71.2	95	54	Lyme,	62.3
51	15	Hartland,	70.8	61	55	Marlborough,	62.2
20	16	Lebanon,	70.8	50	56	Mansfield,	62.2
13	17	Chester,	70.4	27	57	Hebron,	62.1
39	18	North Stonington,	70.4	89	58	Bolton,	61.9
53	19	Saybrook,	70.4	31	59	Barkhamsted,	61.8
8	20	Preston,	68.9	16	60	Bridgewater,	61.8
18	21	Franklin,	68.8	135	61	Monroe,	61.7
25	22	Simsbury,	67.9	24	62	Middlefield,	61.6
109	23	Norfolk,	67.8	94	63	Waterford,	61.6
62	24	Essex,	67.7	136	64	North Canaan,	61.4
74	25	Washington,	67.2	38	65	Goshen,	61.0
54	26	Chaplin,	67.2	82	66	Easton,	61.0
32	27	Seymour,	67.1	60	67	Plymouth,	61.0
48	28	Woodstock,	66.5	58	68	Watertown,	60.9
12	29	Morris,	66.5	83	69	New Haven,	60.7
46	30	Oxford,	66.3	137	70	Trumbull,	60.7
40	31	Madison,	66.1	90	71	Middlebury,	60.5
14	32	Westbrook,	66.0	64	72	Colebrook,	60.5
96	33	Wolcott,	65.7	56	73	East Hartford,	60.5
88	34	Bloomfield,	64.7	91	74	Berlin,	60.1
59	35	Tolland,	64.5	47	75	Ellington,	60.1
37	36	West Hartford,	64.4	86	76	Naugatuck,	60.1
92	37	Colchester,	64.2	55	77	Willington,	60.1
97	38	Groton,	64.1	75	78	Danbury,	60.0
19	39	Woodbridge,	63.9	113	79	Killingly,	59.9
49	40	Salem,	63.9	70	80	East Lyme,	59.6

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1878–79.	1879–80.	TOWNS.	Per cent.
66	81	Stonington,	59.5
36	82	Milford,	59.4
124	83	Coventry,	59.3
78	84	Bristol,	59.1
68	85	East Granby,	59.1
108	86	Woodbury,	59.0
93	87	Kent,	58.9
105	88	Cromwell,	58.9
34	89	Granby,	58.9
28	90	Harwinton,	58.7
17	91	Chatham,	58.6
67	92	Bethany,	58.5
71	93	Bethel,	58.4
101	94	Waterbury,	58.2
98	95	Plainville,	58.1
127	96	Wallingford,	58.1
35	97	Union,	57.8
79	98	Rocky Hill,	57.7
103	99	Derby,	57.4
119	100	Fairfield,	57.4
106	101	Brooklyn,	57.3
102	102	Norwich,	57.2
100	103	New Fairfield,	57.2
121	104	Burlington,	57.0
128	105	Wilton,	57.0
72	106	Portland,	56.7
104	107	Suffield,	56.6
125	108	Ridgefield,	56.5
120	109	New Canaan,	56.4
116	110	Branford,	56.4
85	111	Orange,	56.2
69	112	Sterling,	56.1
99	113	Windsor Locks,	56.1
33	114	Roxbury,	55.9
76	115	Montville,	55.8
147	116	Newington,	55.8
122	117	Darien,	55.7
57	118	Avon,	55.6
84	119	Griswold,	55.5
114	120	Torrington,	55.5
80	121	Vernon,	55.3
144	122	Southington,	55.2
115	123	New Milford,	55.2
65	124	East Windsor,	55.1
110	125	Bridgeport,	55.1
81	126	Farmington,	55.0
163	127	Old Lyme,	54.8
126	128	Glastonbury,	54.8
87	129	Brookfield,	54.8
129	130	Middletown,	54.7
148	131	Warren,	54.2
111	132	Norwalk,	53.5
42	133	Eastford,	53.2
77	134	Huntington,	53.1
112	135	Voluntown,	52.9
146	136	Manchester,	52.4
160	137	Winchester,	52.4
133	138	Hamden,	52.2
134	139	Cheshire,	52.1
153	140	Salisbury,	51.6
123	141	Stratford,	51.5
141	142	Sherman,	51.4
161	143	Reading,	50.9
140	144	Hartford,	50.6
132	145	Newtown,	50.3
143	146	Weston,	50.3
117	147	Thomaston,	50.1
154	148	Greenwich,	49.8
149	149	Southbury,	49.3
155	150	Sharon,	49.2
142	151	Enfield,	49.0
130	152	Stafford,	48.9
138	153	Plainfield,	48.7
150	154	New Hartford,	48.2
162	155	Thompson,	48.0
152	156	Canaan,	47.6
139	157	New Britain,	47.5
156	158	Beacon Falls,	46.4
165	159	Stamford,	46.3
157	160	Meriden,	46.2
158	161	Windham,	46.1
159	162	Westport,	45.6
151	163	East Haven,	44.8
145	164	Litchfield,	42.8
164	165	Old Saybrook,	40.6
166	166	Putnam,	26.6
167	167	Sprague,	25.2

		THE COUNTIES.	1878–79.	1879–80.
2	1	Middlesex,	58.6	60.0
3	2	New London,	57.3	58.7
4	3	New Haven,	55.7	58.0
1	4	Tolland,	59.3	57.5
6	5	Litchfield,	53.7	55.6
5	6	Hartford,	54.1	54.1
7	7	Fairfield,	52.1	53.7
8	8	Windham,	50.4	51.2
		The State,	54.67	55.92

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The arrangement of the same figures by Counties appears below.

TABLE VI—continued.

The Towns in each County arranged according to their percentage of "average attendance in winter," as compared with their number "enumerated."

1878-79.	1879-80.	TOWNS.	Per cent.
		HARTFORD CO.	
1	1	Canton,	72.6
2	2	South Windsor,	71.2
8	3	Hartland,	70.8
3	4	Simsbury,	67.9
17	5	Bloomfield,	64.7
6	6	West Hartford,	64.4
7	7	Wethersfield,	63 2
4	8	Windsor.	62.4
11	9	Marlborough,	62.2
9	10	East Hartford,	60.5
18	11	Berlin,	60.1
14	12	Bristol,	59.1
13	13	East Granby,	59.1
5	14	Granby,	58.9
19	15	Plainville,	58.1
15	16	Rocky Hill,	57.7
22	17	Burlington,	57.0
21	18	Suffield,	56.6
20	19	Windsor Locks,	56.1
29	20	Newington,	55.8
10	21	Avon,	55.6
27	22	Southington,	55.2
12	23	East Windsor,	55.1
16	24	Farmington,	55.0
23	25	Glastonbury,	54.8
28	26	Manchester,	52.4
25	27	Hartford,	50.6
26	28	Enfield,	49.0
24	29	New Britain,	47.5
		NEW HAVEN CO.	
10	1	North Branford,	76.6
1	2	Prospect,	72.8
3	3	Guilford,	72.4
4	4	Seymour,	67.1
7	5	Oxford,	66.3
6	6	Madison,	66.1
15	7	Wolcott,	65.7
2	8	Woodbridge,	63.9
8	9	North Haven,	62.8
11	10	New Haven,	60.7
14	11	Middlebury,	60.5
13	12	Naugatuck,	60.1
5	13	Milford,	59.4
9	14	Bethany,	58.5
16	15	Waterbury,	58.2
19	16	Wallingford,	58.1
17	17	Derby,	57.4
18	18	Branford,	56.4
12	19	Orange,	56.2
20	20	Hamden,	52.2
21	21	Cheshire,	52.1
22	22	Southbury,	49.3
24	23	Beacon Falls,	46.4
25	24	Meriden,	46.2
23	25	East Haven,	44.8
		NEW LONDON CO.	
1	1	Lisbon,	75.6
6	2	Ledyard,	72.6
4	3	Lebanon,	70.8
7	4	North Stonington,	70.4
2	5	Preston,	68.9
3	6	Franklin,	68.8
13	7	Colchester,	64.2
16	8	Groton,	64.1
8	9	Salem,	63.9
18	10	Bozrah,	63.0
5	11	New London,	62.5
15	12	Lyme,	62.3
14	13	Waterford,	61.6
10	14	East Lyme,	59.6
9	15	Stonington,	59.5
17	16	Norwich,	57.2
11	17	Montville,	55.8
12	18	Griswold,	55.5
19	19	Old Lyme,	54.8
20	20	Sprague,	25.2
		FAIRFIELD CO.	
16	1	Monroe,	61.7
4	2	Easton,	61.0

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1878–79.	1879–80.	TOWNS.	Per cent.
17	3	Trumbull,	60.7
2	4	Danbury,	60.0
1	5	Bethel,	58.4
9	6	Fairfield,	57.4
6	7	New Fairfield,	57.2
14	8	Wilton,	57.0
13	9	Ridgefield,	56.5
10	10	New Canaan,	56.4
11	11	Darien,	55.7
7	12	Bridgeport,	55.1
5	13	Brookfield,	54.8
8	14	Norwalk,	53.5
3	15	Huntington,	53.1
12	16	Stratford,	51.5
18	17	Sherman,	51.4
22	18	Reading,	50.9
15	19	Newtown,	50.3
19	20	Weston,	50.3
20	21	Greenwich,	49.8
23	22	Stamford,	46.3
21	23	Westport,	45.6
		WINDHAM CO.	
2	1	Scotland,	85.6
3	2	Hampton,	74.0
4	3	Canterbury,	73.2
8	4	Chaplin,	67.2
7	5	Woodstock,	66.5
1	6	Ashford,	63.2
6	7	Pomfret,	62.8
12	8	Killingly,	59.9
10	9	Brooklyn,	57.3
9	10	Sterling,	56.1
5	11	Eastford,	53.2
11	12	Voluntown,	52.9
13	13	Plainfield,	48.7
15	14	Thompson,	48.0
14	15	Windham,	46.1
16	16	Putnam,	26.6
		LITCHFIELD CO.	
1	1	Bethlehem,	71.5
15	2	Norfolk,	67.8
12	3	Washington,	67.2
2	4	Morris,	66.5
8	5	Cornwall,	63.7
5	6	Barkhamsted,	61.8
3	7	Bridgewater,	61.8
19	8	North Canaan,	61.4
7	9	Goshen,	61.0
10	10	Plymouth,	61.0
9	11	Watertown,	60.9
11	12	Colebrook,	60.5
14	13	Woodbury,	59.0
13	14	Kent,	58.9
4	15	Harwinton,	58.7
6	16	Roxbury,	55.9
16	17	Torrington,	55.5
17	18	New Milford,	55.2
21	19	Warren,	54.2
26	20	Winchester,	52.4
24	21	Salisbury,	51.6
18	22	Thomaston,	50.1
25	23	Sharon,	49.2
22	24	New Hartford,	48.2
23	25	Canaan,	47.6
20	26	Litchfield,	42.8
		MIDDLESEX CO.	
1	1	Clinton,	85.9
4	2	Killingworth,	77.1
2	3	Chester,	70.4
8	4	Saybrook,	70.4
9	5	Essex,	67.7
3	6	Westbrook,	66.0
12	7	Durham,	63.8
7	8	East Haddam,	63.6
13	9	Haddam,	63.0
6	10	Middlefield,	61.6
11	11	Cromwell,	58.9
5	12	Chatham,	58.6
10	13	Portland,	56.7
14	14	Middletown,	54.7
15	15	Old Saybrook,	40.6
		TOLLAND CO.	
2	1	Andover,	73.2
9	2	Tolland,	64.5
1	3	Somers,	63.9
5	4	Columbia,	62.6
7	5	Mansfield,	62.2
3	6	Hebron,	62.1
11	7	Bolton,	61.9
6	8	Ellington,	60.1
8	9	Willington,	60.1
12	10	Coventry,	59.3
4	11	Union,	57.8
10	12	Vernon,	55.3
13	13	Stafford,	48.9

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Condition of School Houses.

TOWNS.	Good.	Medium.	Poor.	Total.	New.
Hartford,	16	1	0	17	--
Avon,	6	1	0	7	--
Berlin,	4	5	0	9	--
Bloomfield,	4	5	0	9	--
Bristol,	6	4	2	12	--
Burlington,	1	7	0	8	--
Canton,	4	3	1	8	1
East Granby,	3	2	1	6	--
East Hartford,	7	1	2	10	1
East Windsor,	6	4	1	11	--
Enfield,	5	9	2	16	--
Farmington,	6	1	2	9	1
Glastonbury,	6	6	6	18	--
Granby,	7	3	0	10	--
Hartland,	0	6	3	9	--
Manchester,	5	3	1	9	--
Marlborough,	3	0	1	4	--
New Britain,	10	0	0	10	1
Newington,	2	1	1	4	--
Plainville,	1	0	0	1	--
Rocky Hill,	1	3	0	4	--
Simsbury,	9	2	0	11	--
Southington,	7	5	0	12	--
South Windsor,	7	3	0	10	--
Suffield,	11	0	0	11	--
West Hartford,	5	2	1	8	--
Wethersfield,	7	0	0	7	--
Windsor,	9	1	0	10	--
Windsor Locks,	2	0	0	2	--
Totals,	160	78	24	262	4
New London,	2	7	0	9	--
Norwich,	22	0	1	23	--
Bozrah,	4	1	1	6	--
Colchester,	2	7	3	12	--
East Lyme,	7	2	0	9	1
Franklin,	6	1	0	7	--
Griswold,	2	9	3	14	--
Groton,	7	1	3	11	2
Lebanon,	8	3	5	16	--
Ledyard,	7	4	3	14	--
Lisbon,	3	1	1	5	--
Lyme,	1	5	1	7	--
Montville,	4	8	0	12	--
North Stonington,	2	11	2	15	--
Old Lyme,	3	3	2	8	--
Preston,	5	6	1	12	--
Salem,	3	2	3	8	--
Sprague,	3	2	0	5	--
Stonington,	9	7	3	19	--
Waterford,	9	2	0	11	--
Totals,	109	82	32	223	3

TOWNS.	Good.	Medium.	Poor.	Total.	New.
New Haven,	26	1	0	27	2
Beacon Falls,	0	3	0	3	--
Bethany,	3	1	1	5	1
Branford,	2	9	2	13	1
Cheshire,	9	3	0	12	--
Derby,	4	4	0	8	1
East Haven,	2	4	1	7	1
Guilford,	9	1	1	11	--
Hamden,	6	5	2	13	--
Madison,	5	6	1	12	1
Meriden,	10	2	0	12	1
Middlebury,	0	4	2	6	--
Milford,	1	1	3	5	--
Naugatuck,	9	0	0	9	--
North Branford,	6	0	1	7	--
North Haven,	3	5	0	8	--
Orange,	6	3	0	9	--
Oxford,	5	6	1	12	--
Prospect,	1	2	1	4	--
Seymour,	4	3	1	8	--
Southbury,	5	3	1	9	--
Wallingford,	8	3	0	11	1
Waterbury,	10	4	6	20	1
Wolcott,	2	3	1	6	--
Woodbridge,	3	3	0	6	--
Totals,	139	79	25	243	10
Bridgeport,	14	0	0	14	--
Danbury,	7	4	2	13	--
Bethel,	2	4	0	6	--
Brookfield,	1	5	2	8	--
Darien,	4	0	0	4	--
Easton,	5	2	1	8	--
Fairfield,	5	0	9	14	--
Greenwich,	13	2	4	19	--
Huntington,	5	7	0	12	--
Monroe,	7	0	0	7	--
New Canaan,	11	0	0	11	--
New Fairfield,	1	3	3	7	--
Newtown,	6	12	3	21	--
Norwalk,	11	0	0	11	--
Reading,	9	1	0	10	--
Ridgefield,	8	2	3	13	--
Sherman,	3	2	1	6	--
Stamford,	15	0	1	16	1
Stratford,	3	5	1	9	--
Trumbull,	4	2	0	6	--
Weston,	6	0	0	6	--
Westport,	3	6	1	10	--
Wilton,	7	3	0	10	--
Totals,	150	60	31	241	1

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TOWNS.	Good.	Medium.	Poor.	Total.	New.
Brooklyn,	5	4	0	9	--
Ashford,	5	4	1	10	--
Canterbury,	8	2	1	11	--
Chaplin,	4	0	0	4	--
Eastford	2	4	2	8	--
Hampton,	3	3	1	7	--
Killingly,	7	5	3	15	--
Plainfield,	7	4	2	13	--
Pomfret,	4	2	2	8	--
Putnam,	3	4	0	7	--
Scotland,	0	5	0	5	--
Sterling,	2	6	1	9	--
Thompson,	9	3	1	13	--
Voluntown,	3	4	2	9	--
Windham,	4	6	1	11	1
Woodstock,	9	6	2	17	--
Totals,	75	62	19	156	1
Litchfield,	9	6	5	20	--
Barkhamsted,	4	3	3	10	--
Bethlehem,	7	0	1	8	--
Bridgewater,	2	3	0	5	--
Canaan,	3	4	3	10	--
Colebrook,	5	4	1	10	--
Cornwall,	12	3	0	15	--
Goshen,	5	3	3	11	--
Harwinton,	6	5	1	12	--
Kent,	10	2	1	13	--
Morris,	5	1	0	6	--
New Hartford,	2	3	4	9	--
New Milford,	6	7	5	18	--
Norfolk,	1	7	3	11	--
North Canaan,	5	0	0	5	--
Plymouth,	4	4	1	9	--
Roxbury,	3	2	2	7	--
Salisbury,	8	4	1	13	--
Sharon,	4	9	5	18	--
Thomaston,	5	0	0	5	-
Torrington,	3	4	3	10	--
Warren,	6	0	0	6	--
Washington,	4	7	1	12	--
Watertown,	7	2	1	10	--
Winchester,	5	4	0	9	--
Woodbury,	6	6	2	14	--
Totals,	137	93	46	276	--

TOWNS.	Good.	Medium.	Poor.	Total.	New.
Middletown,	11	8	2	21	1
Haddam,	7	2	4	13	--
Chatham,	1	6	4	11	--
Chester,	4	0	0	4	--
Clinton,	2	1	1	4	--
Cromwell,	4	1	1	6	--
Durham,	4	1	1	6	--
East Haddam,	12	3	2	17	--
Essex,	5	1	0	6	--
Killingworth,	5	3	0	8	--
Middlefield,	4	0	0	4	--
Old Saybrook,	3	1	0	4	--
Portland,	1	5	1	7	--
Saybrook,	0	5	0	5	--
Westbrook,	0	5	2	7	--
Totals,	63	42	18	123	1
Tolland,	7	4	1	12	--
Andover,	1	3	0	4	--
Bolton,	4	0	0	4	--
Columbia,	3	2	2	7	--
Coventry,	4	5	1	10	--
Ellington,	6	3	0	9	--
Hebron,	6	1	3	10	--
Mansfield,	5	9	0	14	--
Somers,	5	2	3	10	--
Stafford,	7	5	5	17	--
Union,	1	4	1	6	--
Vernon,	9	2	0	11	--
Willington,	2	7	0	9	--
Totals,	60	47	16	123	--

RECAPITULATION.

Hartford County,	160	78	24	262	4
New Haven "	139	79	25	243	10
New London "	109	82	32	223	3
Fairfield "	150	60	31	241	1
Windham "	75	62	19	156	1
Litchfield "	137	93	46	276	--
Middlesex "	63	42	18	123	1
Tolland "	60	47	16	123	--
The State,	893	543	211	1,647	20

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THE GRADED SCHOOLS IN THE STATE.

TOWNS.	2 Dep'ts	3 "	4 "	5 "	6 "	7 "	8 "	9 "	10 "	11 "	12 "	13 "	16 "	17 "	18 "	22 "	Whole No. of Graded Schools.	Whole No. of Depart-ments.
Hartford,	3	1	1	--	2	--	2	--	1	--	2	--	--	1	--	1	14	114
Berlin,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Bristol,	2	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	4	11
Canton,	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	1	5
East Hartford,	4	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	11
East Windsor,	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	2	7
Enfield,	2	--	--	1	--	1	--	--	--	--	--	--	--	--	--	--	4	16
Farmington,	--	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	2	8
Glastonbury,	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	6
Granby,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Manchester,	2	--	--	1	1	--	--	--	--	--	--	--	--	--	--	--	4	15
New Britain,	1	2	2	--	1	--	--	--	--	1	--	--	--	--	--	--	7	33
Newington,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Plainville,	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	1	6
Rocky Hill,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Simsbury,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Southington,	1	1	--	1	1	--	--	--	--	--	--	--	--	--	--	--	4	16
South Windsor,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Suffield,	4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	8
Wethersfield,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Windsor,	--	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	6
Windsor Locks,	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1	7
Totals, 22 Towns,	30	10	5	5	6	2	2	--	1	1	2	--	--	1	--	1	66	285
New Haven,	3	4	7	--	--	5	1	--	--	--	6	1	1	--	--	--	28	190
Branford,	2	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	3	10
Cheshire,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Derby,	--	--	4	2	--	--	--	--	--	--	1	--	--	--	--	--	7	38
East Haven,	2	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	7
Hamden,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Meriden,	--	2	1	1	1	1	--	--	--	--	--	1	--	--	--	--	7	41
Milford,	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	1	6
Naugatuck,	--	--	1	--	--	1	--	--	--	--	--	--	--	--	--	--	2	11
North Haven,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Orange,	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1	7
Seymour,	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	4
Wallingford,	1	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	3	11
Waterbury,	5	--	2	1	--	1	--	--	1	--	--	--	--	--	--	--	10	40
Totals, 14 Towns,	18	8	16	4	4	9	1	--	1	--	7	2	1	--	--	--	71	375
New London,	--	1	3	1	--	--	--	--	--	--	--	--	--	--	--	--	5	20
Norwich,	3	1	5	3	2	1	--	--	--	1	--	--	--	--	--	--	16	74
Colchester,	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	1	6
East Lyme,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Griswold,	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	1	5
Groton,	3	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	5	14
Montville,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Preston,	2	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	3	8
Sprague,	2	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	7
Stonington,	--	1	2	2	--	--	--	--	--	--	--	--	--	--	--	--	5	21
Waterford,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Totals, 11 Towns,	15	5	11	8	3	1	--	--	--	1	--	--	--	--	--	--	44	165
Brooklyn,	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	2	7
Killingly,	5	1	--	--	--	--	1	--	--	--	--	--	--	--	--	--	7	21
Plainfield,	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	2	6
Putnam,	1	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	3	10
Thompson,	3	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	4	10
Voluntown,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Windham,	2	--	--	1	--	--	1	--	--	--	--	--	--	--	--	--	4	17
Totals, 7 Towns,	13	3	3	2	--	--	2	--	--	--	--	--	--	--	--	--	23	73

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TOWNS.	2 Dep'ts	3 "	4 "	5 "	6 "	7 "	8 "	9 "	10 "	11 "	12 "	13 "	16 "	17 "	18 "	22 "	Whole No. of Graded Schools.	Whole No. of Departments.
Bridgeport,	4	3	--	1	1	1	--	1	--	--	--	--	--	--	1	--	12	62
Danbury,	4	--	1	--	1	--	--	--	--	--	1	--	--	--	--	--	7	30
Bethel,	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	2	7
Darien,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Fairfield,	2	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	7
Greenwich,	4	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	5	14
Huntington,	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	4
New Canaan,	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	4
Newtown,	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	5
Norwalk,	3	1	1	--	2	--	--	--	1	--	--	--	--	--	--	--	8	35
Stamford,	--	1	--	1	--	--	1	--	--	--	--	--	--	--	--	--	3	16
Stratford,	1	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	3	9
Westport,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Totals, 13 Towns,	22	9	6	2	5	1	1	1	1	--	1	--	--	--	1	--	50	199
Litchfield,	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	3
Barkhamsted,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Bridgewater,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Colebrook,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
New Hartford,	2	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	7
New Milford,	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	4
Norfolk,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
North Canaan,	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	5
Plymouth,	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	2	7
Salisbury,	5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	10
Thomaston,	1	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	2	8
Torrington,	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	1	6
Watertown,	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	3
Winchester,	--	--	1	--	--	1	--	--	--	--	--	--	--	--	--	--	2	11
Woodbury,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Totals, 15 Towns,	14	5	3	--	2	1	--	--	--	--	--	--	--	--	--	--	25	74
Middletown,	1	2	1	1	--	--	--	--	--	--	--	1	--	--	--	--	6	30
Haddam,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Chatham,	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	5
Chester,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Clinton,	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1	7
Cromwell,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
East Haddam,	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Essex,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Middlefield,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Portland,	2	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	3	12
Totals, 10 Towns,	12	3	1	1	--	1	1	--	--	--	--	1	--	--	--	--	20	70
Coventry,	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	3
Somers,	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Stafford,	4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	8
Vernon,	1	--	--	--	1	--	--	--	--	1	--	--	--	--	--	--	3	21
Totals, 4 Towns,	6	1	--	--	1	--	--	--	--	--	1	--	--	--	--	--	9	34

COUNTIES.	No. of Towns.	2 Dep'ts	3 "	4 "	5 "	6 "	7 "	8 "	9 "	10 "	11 "	12 "	13 "	16 "	17 "	18 "	22 "	Whole No. of Graded Schools.	Whole No. of Departments.
Hartford,	22	30	10	5	5	6	2	2	--	1	1	2	--	--	1	--	1	66	285
New Haven,	14	18	8	16	4	4	9	1	--	1	--	7	2	1	--	--	--	71	375
New London,	11	15	5	11	8	3	1	--	--	--	1	--	--	--	--	--	--	44	165
Fairfield,	13	22	9	6	2	5	1	1	1	1	--	1	--	--	--	1	--	50	199
Windham,	7	13	3	3	2	--	--	2	--	--	--	--	--	--	--	--	--	23	73
Litchfield,	15	14	5	3	--	2	1	--	--	--	--	--	--	--	--	--	--	25	74
Middlesex,	10	12	3	1	1	--	1	1	--	--	--	--	1	--	--	--	--	20	70
Tolland,	4	6	1	--	--	1	--	--	--	--	--	--	1	--	--	--	--	9	34
Totals,	96	130	44	45	22	21	15	7	1	3	2	10	4	1	1	1	1	308	1275

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NUMBER AND RESIDENCE OF STUDENTS IN THE COLLEGES AND PROFESSIONAL SCHOOLS OF CONNECTICUT.

STATES.	1	2	3	4	YALE.								12
					1	5	6	7	8	9	10	11	
	Yale Academic.	Trinity.	Wesleyan Univ.	TOTAL.	Academic.	Sheffield.	Theological.	Medical.	Law.	Graduate.	Art.	TOTAL.	Total all Colleges.
Alabama,	1	---	---	1	1	---	---	---	---	---	---	1	1
Arkansas,	---	---	---	---	---	1	---	---	---	---	---	1	1
California,	4	---	---	4	4	2	---	---	---	---	---	6	6
Colorado,	---	1	---	1	---	---	---	---	---	---	---	---	1
Connecticut,	181	29	45	255	181	70	14	22	33	13	43	376	450
Florida,	---	---	---	---	---	2	---	---	---	---	---	2	2
Georgia,	2	2	---	4	2	1	---	---	2	---	---	5	7
Illinois,	36	1	---	37	36	12	8	---	6	1	---	63	64
Indiana,	2	1	1	4	2	1	---	---	---	1	---	4	6
Iowa,	5	2	1	8	5	---	6	---	---	1	---	12	15
Kentucky,	4	---	---	4	4	---	1	---	2	1	---	8	8
Louisiana,	4	1	---	5	4	1	---	---	---	---	---	5	6
Maine,	16	---	14	30	16	2	3	---	---	---	---	21	35
Maryland,	2	3	3	8	2	1	---	---	---	---	---	3	9
Massachusetts,	39	6	21	66	39	11	3	---	5	2	---	60	87
Michigan,	4	1	---	5	4	1	4	---	---	1	---	10	11
Minnesota,	3	2	1	6	3	---	---	---	1	---	---	4	7
Mississippi,	1	---	---	1	1	---	---	---	---	---	---	1	1
Missouri,	8	---	1	9	8	4	4	---	---	---	---	16	17
Nebraska,	---	---	---	---	---	---	1	---	---	---	---	1	1
New Hampshire,	9	1	3	13	9	---	3	---	---	---	---	12	16
New Jersey,	23	3	6	32	23	4	---	---	2	1	---	30	39
New York,	146	30	39	215	146	32	8	2	---	3	1	192	261
North Carolina,	1	---	---	1	1	---	---	---	---	---	---	1	1
Ohio,	26	2	3	31	26	7	12	---	2	2	---	49	54
Pennsylvania,	61	11	16	88	61	5	8	---	5	---	1	80	107
Rhode Island,	3	3	1	7	3	---	1	---	1	---	---	5	9
South Carolina,	3	1	---	4	3	1	---	---	---	---	---	4	5
Vermont,	5	---	5	10	5	1	4	---	1	1	---	12	17
Virginia,	1	---	---	1	1	---	---	1	2	---	---	4	4
West Virginia,	1	---	---	1	1	---	1	---	---	---	---	2	2
Wisconsin,	6	---	2	8	6	1	3	---	2	---	---	12	14
District of Columbia,	3	---	1	4	3	1	---	---	---	---	---	4	5
Dakota,	---	1	---	1	---	---	---	---	---	---	---	---	1
Bulgaria,	---	---	---	---	---	---	1	---	---	---	---	1	1
Canada,	1	---	---	1	1	---	3	---	---	---	1	5	5
Chili,	1	---	---	1	1	3	---	---	---	---	---	4	4
China,	8	---	---	8	8	5	---	---	---	---	---	13	13
France,	1	---	---	1	1	---	---	---	---	---	---	1	1
India,	---	---	---	---	---	---	1	---	---	---	---	1	1
Japan,	---	---	---	---	---	1	---	---	---	---	---	1	1
Norway,	1	---	---	1	1	---	---	---	---	---	---	1	1
Wales,	---	---	---	---	---	---	4	---	---	---	---	4	4
Totals,	612	101	163	876	612	170	93	25	64	27	46	1,037	1,301

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SUMMARY.

I. Colleges.	
Yale College (Academic),	612
Trinity College,	101
Wesleyan University,	163
Sheffield Scientific School,	170
Total in Colleges,	1,046

II. Theological Schools.	
Yale Theological Seminary,	93
Theological Institute of Conn.,	28
Berkeley Divinity School,	37
Total Theological Students,	158

III. Other Professional Schools.	
Yale Medical School,	25
Yale Law School,	64
Total,	89

IV. Other Departments.	
*Graduate Students,	27
*Art Students,	46
Total,	73
Grand Total,	1,366

*Not including those connected with other departments.

A Statement of the School Library Orders paid from the State Treasury for the year 1880.

☞ **The "Library Year" now coincides with the Calendar Year.**

TOWNS.	DISTRICTS.	Installments.
Hartford,	South,	12th.*
"	Second North,	9th.*
"	West Middle,	16th.*
"	Washington,	2d.*
"	High School,	13th.*
Berlin,	No. 3,	3d.
"	No. 6,	3d.
"	No. 7,	11th.
"	No. 9,	4th.
Bloomfield,	Centre,	5th.
"	Farms,	6th.
"	South Middle,	4th.
Bristol,	No. 1,	5th.*
"	Nos. 3&4 (unit'd)	11th.*
"	No. 13,	7th.*
Canton,	Collinsville,	13th.*
East Granby,	No. 1,	2d.
East Hartford,	No. 3,	5th.
"	No. 8,	7th.*
"	No. 9,	3d.
"	No. 10,	3d.
East Windsor,	No. 8,	5th.*
Enfield,	No. 3,	4th.
"	No. 14,	6th.*
Farmington,	Centre,	3d.*
"	Union,	13th.*
Glastonbury,	No. 4,	2d.
Granby,	No. 4,	5th.
Manchester,	No. 1,	6th.
"	No. 2,	6th.*
"	No. 3,	6th.
"	No. 4,	5th.
"	No. 5,	8th.
Manchester,	No. 6,	6th.
"	No. 7,	6th.
"	No. 8,	7th.*
"	No. 9,	7th.*
New Britain,	Union,	11th.*
Plainville,	Union,	7th.*
Simsbury,	Meadow Plain,	4th.
Southington,	No. 4,	16th.*
South Windsor,	No. 1,	17th.
West Hartford,	Middle,	8th.
"	South,	6th.
"	West,	6th.
"	North,	6th.
"	North West,	5th.
"	Prospect Hill,	6th.
"	East,	5th.
"	South East,	7th.
"	High School,	5th.
Wethersfield,	No. 3,	11th.
"	No. 4,	2d.
"	No. 5,	1st.
Windsor,	No. 3,	4th.*
"	No. 5,	4th.
"	No. 9,	6th.*

Total, 21 towns; 57 districts (including two High Schools); 1, 1st installment; 4, 2d; 5, 3d; 6, 4th; 9, 5th; 12, 6th; 6, 7th; 2, 8th; 1, 9th; 4, 11th; 1, 12th; 3, 13th; 2, 16th; 1, 17th.

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(Continued.)

TOWNS.	DISTRICTS.	Installments.
New Haven,	City,	18th.*
"	Westville,	12th.*
Bethany,	No. 2,	2d.
Branford,	Union,	9th.*
Cheshire,	No. 1,	7th.*
Derby,	No. 1,	4th.*
"	No. 2,	8th.*
"	No. 5,	7th.*
"	No. 6,	12th.*
East Haven,	No. 3,	7th.
Guilford,	Union,	4th.*
Hamden,	No. 5,	5th.
"	No. 6,	2d.
"	No. 9,	7th.
Madison,	Hammonassett,	1st.
Meriden,	West,	3d.
"	Old Road,	6th.*
"	Corner,	7th.*
"	Prattsville,	13th.*
"	Centre,	10th.*
Naugatuck,	Centre,	10th.*
"	Middle,	1st.
"	Millville,	3d.
"	Union City,	8th.*
"	Pond Hill,	2d.
North Haven,	No. 4,	5th.
"	No. 6,	14th.
"	No. 8,	7th.
Orange,	High School,	2d.
Oxford,	No. 1,	2d.
Prospect,	Centre,	1st.
Seymour,	Union,	6th.*
Wallingford,	No. 3,	6th.*
"	Nos.5&6 (united)	7th.*
Waterbury,	East Farms,	9th.
Wolcott,	South West,	8th.
Woodbridge,	North,	12th.
"	North West,	11th.
"	Middle,	11th.
"	South,	12th.
"	South West,	12th.
"	North East,	5th.

Total, 20 towns; 42 districts (including one High School); 3, 1st installment; 5, 2d; 2, 3d; 2, 4th; 3, 5th; 3, 6th: 7, 7th; 3, 8th; 2, 9th; 2, 10th; 2, 11th; 5, 12th; 1, 13th; 1, 14th; 1, 18th.

New London,	Union,	18th.*
Norwich,	Town Street,	6th.*
"	Central,	10th.*
"	West Chelsea,	10th.*
"	Greeneville,	5th.*
East Lyme,	No. 4,	4th.
"	No. 5,	2d.
Groton,	No. 5,	4th.*
"	No. 6,	3d.
Montville,	No. 4,	3d.*
"	No. 10,	2d.
No. Stonington,	No. 4,	1st.
Sprague,	No. 2,	1st.
"	No. 3,	16th.
Waterford,	No. 11,	3d.

8 towns; 15 districts; 2, 1st installments; 2, 2d; 3, 3d, 2, 4th; 1, 5th, 1, 6th; 2, 10th; 1, 16th; 1, 18th.

Bridgeport,	Union,	10th.*
Danbury,	Great Plain,	7th.
Bethel,	Centre,	6th.*
"	Plum Tree,	2d.
Brookfield,	Obtuse,	2d.
Darien,	Centre,	6th.
Greenwich,	Old Greenwich,	2d.*
"	North Stanwich,	1st.
"	Round Hill,	2d.
"	Quaker Ridge,	2d.
Huntington,	Ferry,	4th.*
Newtown,	North Centre,	4th.
"	Potatuck,	3d.
Norwalk,	Over River,	7th.*
"	North West,	7th.*
Ridgefield,	No. 4,	4th.
Sherman,	No. 2,	1st.
Stratford,	Newfield,	2d.*
Trumbull,	Long Hill,	7th.
"	White Plain,	3d.
Wilton,	No. 2,	1st.

14 towns; 21 districts; 3, 1st installments; 6, 2d; 2, 3d: 3, 4th; 2, 6th; 4, 7th; 1, 10th.

Brooklyn,	No. 1,	7th.*
Eastford,	No. 1,	3d.
Hampton,	No. 4,	2d.
"	No. 6,	1st.
"	No. 7,	2d.
Killingly,	No. 12,	3d.*
"	No. 16,	1st.
"	No. 17,	2d.
Plainfield,	No. 9,	2d.
"	No. 12,	5th.*
Putnam,	No. 5,	6th.*
Scotland,	No. 2,	2d.
"	No. 4,	2d.
Voluntown,	No. 4,	2d.*

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(Continued.)

TOWNS.	DISTRICTS.	Installments.
Windham,	No. 2,	12th.*
"	No. 4,	1st.
"	No. 9,	2d.

9 towns; 17 districts; 3, 1st installments; 8, 2d; 2, 3d; 1, 5th; 1, 6th; 1, 7th; 1, 12th.

Harwinton,	No. 1,	3d.
"	No. 5,	1st.
Kent,	No. 5,	1st.
Morris,	No. 1,	5th.
"	No. 3,	16th.
"	No. 6,	2d.
New Milford,	No. 1,	22d.*
"	No. 3,	1st.
Norfolk,	Centre,	4th.*
North Canaan,	No. 2,	6th.*
Plymouth,	No. 1,	9th.*
"	No. 2,	13th.*
Salisbury,	No. 1,	1st.
"	No. 2,	3d.*
"	No. 3,	1st.
"	No. 4,	1st.
"	No. 5,	1st.
"	No. 6,	1st.
"	No. 7,	1st.*
"	No. 8,	1st.*
"	No. 9,	1st.
"	No. 10,	2d.
"	No. 11,	2d.
"	No. 12,	1st.
"	No. 13,	1st.
Thomaston,	Union,	6th.*
Torrington,	Torringford, S.	18th.
"	" C.	18th.
"	" N.	18th.
"	Wolcottville,	13th.*
Washington,	No. 9,	1st.
Watertown,	Centre,	4th.*
"	South,	2d.
Woodbury,	No. 10,	3d.

13 towns; 34 districts; 14, 1st installments; 4, 2d; 3, 3d; 2, 4th; 1, 5th: 2, 6th; 1, 9th; 2, 13th; 1, 16th; 3, 18th; 1, 22d.

Middletown,	City,	16th.*
"	Westfield, 1st,	5th.
"	" 2d,	3d.
"	" 3d,	3d.
"	" 4th,	2d.
"	Newfield,	3d.
"	Maromas,	2d.
"	Indust. School,	3d.*
Haddam,	No. 7,	1st.
"	No. 9,	1st.
"	No. 13,	4th.
"	No. 14,	4th.
Clinton,	Union,	13th.
Cromwell,	North West,	4th.
"	West,	2d.
"	South,	3d.
"	High School,	4th.
Durham,	Quarry,	1st.
Essex,	Union,	7th.*
Portland,	No. 1,	5th.*
"	No. 2,	13th.*
"	No. 4,	6th.

7 towns; 22 districts (including one High School); 3, 1st installments; 3, 2d; 5, 3d; 4, 4th; 2, 5th; 1, 6th; 1, 7th; 2, 13th; 1, 16th.

Coventry,	No. 9,	13th.
"	No. 10,	2d.
Hebron,	No. 3,	1st.
Mansfield,	No. 3,	1st.
"	No. 12,	3d.
Somers,	No. 8,	1st.
Stafford,	No. 1,	4th.
"	No. 2,	5th.
"	No. 3,	4th.*
Vernon,	Rockville, East,	18th.*
"	" West,	10th.*
"	North East,	2d.
Willington,	No. 9,	1st.

7 towns; 13 districts; 4, 1st installments; 2, 2d; 1, 3d; 2, 4th; 1, 5th; 1, 10th; 1, 13th; 1, 18th.

SUMMARY.—99 towns; 221 districts (including 4 High Schools); 33. 1st installments; 34, 2d; 23, 3d; 21, 4th; 18, 5th; 22, 6th; 19, 7th; 5, 8th; 4, 9th; 6, 10th: 6, 11th; 7, 12th; 9, 13th; 1, 14th; 5, 16th; 1, 17th; 6, 18th; 1, 22d.

Number of districts (marked *) which drew *multiple appropriations*, 80. Amount paid to these districts, $2,450. Whole amount paid to 221 districts, $3,310.

Eleven towns drew the full amount to which they were entitled, viz: Manchester, *New Britain*, *Plainville*, West Hartford, New Haven, *Branford*, *Seymour*, Woodbridge, *New London*, Salisbury, *Clinton*. Those in *italics* drew as Union Districts.

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TEACHERS' INSTITUTE EXPENSES.

The following is a list of the receipts for all moneys paid out on account of Teachers' Institutes. Formal receipts have been procured for every item of expenditure, but some of the small bills for telegrams and expressages have been grouped together in the following printed list for the sake of brevity. These receipts have been audited and approved by Judge Carpenter, the auditor of the Board of Education, and as usual for the last fourteen years, deposited in the Controller's office. For a number of years, extracts from the Annual Report specially designed for teachers, have been printed at the expense of this appropriation, and circulated at the Institutes and otherwise among our teachers.

Amount expended from January 1 to December 31, 1880,	$3,007.02
Amount drawn from January 1 to December 31, 1880,	3,000.00
Amount due Secretary Board of Education,	$7.02

The full amount appropriated was used during the last year; but with a desire to practice a wise economy so far as practicable, since 1875 the amount drawn from the State has been $3,400 less than the amount appropriated in that time.

Jan.	1, Bal. due Secretary Bd. Education,	$89.48
	1, E. M. Hadley,	1.80
	2, Adams Express Co.,	.25
	7, Henry E. Sawyer,	26.50
	15, D. B. Beaumond,	6.00
	16, J. C. Parker,	39.00
	20, L. L. Peck,	39.00
	22, D. Holbrook,	12.25
	22, J. M. Hawley,	2.50
	23, W. M. Clark,	4.50
	26, W. Barrows.	80.00
Feb.	4, J. L. Mathews,	25.85
	7, Wm. North Rice,	10.50
	9, Wm. T. Gage,	10.00
	14, A. E. Winship,	20.00
	14, C. L. Ames,	25.00
	19, Plimpton Mfg. Co.,	4.20
	21, Expressage,	5.90
	23, W. Barrows,	45.00
Mar.	20, L. L. Peck,	95.00
Apr.	1, W. G. Kelsey,	4.30
	2, J. L. Mathews,	10.35
	2, Wm. H. Potter,	16.00
	3, L. L. Peck.	37.50
	6, F. B. Sanborn,	10.00
	21, I. N. Carleton,	23.00
	24, C. E. Bush,	25.00
Apr.	26, J. C. Parker,	$50.00
May	21, L. L. Peck,	91.25
	22, D. Holbrook,	21.33
June	1, H. M. Harrington,	14.00
	1, C. T. Winchester,	14.00
	1, Adams Express Co.,	2.90
	5, Tuttle, Morehouse & Taylor,	208.79
	11, Adams Express Co.,	1.95
	12, D. K. Olney,	53.30
	12, George A. Walton,	25.00
	12, Noah Porter,	20.00
	12, F. W. Parker,	15.00
	17, G. W. Flint,	2.00
	18, L. L. Peck,	32.80
	22, Chas. Northend,	23.00
	26, F. E. Burnette,	8.50
	26, E. E. Post,	4.80
	28, W. G. Kelsey,	5.20
	29, A. Marble,	15.00
	29, E. A. Apgar,	108.00
	30, Homer B. Sprague,	25.00
	30, J. W. Dickenson,	25.00
July	1, W. G. Sumner,	25.00
	1, J. L. Mathews,	17.00
	8, P. Ritchie,	8.12
	21, H. P. Hubbard,	1.20
	22, J. C. Parker,	30.00

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July	30,	J. H. Vail,	$8.00	Dec. 16,	C. E. Bush, $12.00
Aug.	5,	J. C. Parker,	2.24	16,	F. E. Burnette, 15.00
	5,	Adams Express Co.,	.35	Nov. 8,	J. G. Baird, 8.85
	5,	Case Lockwood & Brainard Co.,	2.75	8,	D. Holbrook, 34.00
	30,	Chas. Northend,	12.00	9,	John J. Copp, 2.75
Sept.	23,	Austin Lee,	5.00	10,	C. E. Bush, 30.00
Oct.	6,	Homer B. Sprague,	25.00	12,	Selah Merrill, 63.00
	8,	John Bailey,	22.00	12,	R. Sanford, 68.00
	9,	Thomas B. Stockwell,	23.00	13,	Chas. A. Pitkin, 95.90
	9,	I. N. Carleton,	27.00	13,	H. W. Gridley, 5.00
	11,	Adams Express Co.,	.75	16,	Harvey E. Fisk, 48.00
	12,	Chas. Northend,	12.00	16,	B. Jepson, 25.00
	13,	W. G. Sumner,	15.00	17,	Geo. E. Elliot, 20.00
	13,	Noah Porter,	20.00	17,	Noah Porter, 25.00
	30,	Geo. R. Burton,	40.00	18,	M. J. Atwood, 11.00
Nov.	1,	J. Parker,	41.00	18,	F. F. Barrows, 10.00
	3,	Wm. H. Niles,	50.00	18,	F. B. Snow, 15.50
	4,	I. N. Carleton,	25.00	18,	Geo. R. Burton, 10.00
	4,	Amos S. Douglass,	2.74	18,	N. Barrows, 10.00
	5,	Mark Bailey,	50.00	19,	D. D. Adams, 16.00
	5,	J. M'E. Drake,	12.00	19,	Telegram, .25
	6,	L. L. Camp,	10.00	20,	Telegram, .25
	6,	S. T. Dutton,	10.00	20,	F. E. Burnette, 15.00
	6,	J. A. Graves,	10.00	22,	M. J. Warren, 16.00
	6,	F. E. Bangs,	10.00	22,	Geo. E. Elliot, 79.81
	6,	Mark Pitman,	10.00	23,	Mark Bailey, 60.00
	6,	Alfred Davis,	50.00	24,	M. A. Crosby, 22.00
	8,	Telegrams from Jan. 1 to Oct. 26,	32.16	23,	A. P. Somes, 6.00
Dec.	1,	H. E. Northrop,	69.00	24,	Thomas B. Stockwell, 50.00
	3,	W. W. Bailey,	2.00	56,	I. N. Carleton, 45.00
	7,	Adams Express,	6.70	26,	Chas. Northend, 65.00
				Total,	$3,007.02

NORMAL SCHOOL EXPENSES.

The following is a statement of payments made by the Board of Education for the Normal School, from January 1st, 1880, to January 1st, 1881. These accounts have been duly audited, as will appear from the following certificate.

STATE OF CONNECTICUT, } ss.
Hartford, December 31st, 1880. }

We hereby certify that we have examined all the vouchers and accounts of the Connecticut State Normal School from January 1st, 1880, to January 1st, 1881, and find the same satisfactory and correct. Also, that at the last mentioned date, there remained as a balance to the credit of said State Normal School, the sum of thirty-two and $\frac{61}{100}$ dollars, due on account to the Secretary of the State Board of Education.

GREENE KENDRICK, } *Auditors of Institutions receiving State Aid by Appropriations.*
J. C. HAMMOND, JR., }

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Jan.	1,	Bal. due Sec. Bd. Educa.	$499.98
	1,	T. H. Brady,	9.50
	1,	N. Y. & N. E. R. R. Co.,	1.28
	1,	David Doolittle,	2.81
	1,	New Britain Gas Lt. Co.	38.03
	1,	Walter Gladden,	.50
	3,	Little, Brown & Co,	2.25
	10,	Kellogg, Bulkley & Co.,	16.35
	15,	C. P. Osborne,	10.60
	19,	Adams Express Co.,	.90
	22,	Hawley, Goodrich & Co.,	6.00
	22,	Samuel Baker,	13.75
	23,	George C. Gridley,	4.00
	23,	Celeste E. Bush,	210.53
	23,	Ella J. Gibbs,	210.53
	23,	C. D. B. Comins,	210.53
	23,	M. J. Atwood,	210.53
	23,	A. W. Kibbe,	64.00
	23,	Henry E. Sawyer,	473.68
	23,	Ralph G. Hibbard,	105.24
	23,	Ralph G. Hibbard,	13.00
	23,	I. N. Carleton,	631.57
	24,	B. C. Porter,	3.00
	31,	Adams Express Co.,	.35
Feb.	2,	Loomis G. Day,	10.11
	2,	Chas. Scribner's Sons,	7.00
	4,	Chas. Northend,	9.50
	21,	Harper & Brothers,	8.55
	23,	Adams Express Co.,	.45
	28.	Brown & Gross,	6.38
Mar.	1,	Adams Express Co.,	.18
	13,	E. A. Burt,	43.00
	19,	Clark & Maynard,	28.00
	31,	B. W. Battey,	11.45
Apr.	1,	B. C. Porter,	6.50
	1,	New Britain Gas Lt. Co.	18.75
	1,	Wm. F. McCabe,	2.63
	1,	Walter Gladden,	.50
	2,	C. E. Bush,	236.84
	2,	Ella J. Gibbs,	236.84
	2,	C. D. B. Comins,	236.84
	2,	M. J. Atwood,	236.84
	2,	A. W. Kibbe,	72.00
	2,	Henry E. Sawyer,	532.89
	2,	Henry E. Sawyer,	5.21
	2,	Ralph G. Hibbard,	118.43
	2,	I. N. Carleton,	710.52
	2,	I. N. Carleton,	7.90
	5,	L. O. Smith,	122.99
	12,	J. B. Snow,	13.00
	14,	T. W. Bicknell,	2.50
	15,	Lee & Shepard,	8.98
	16,	Adams Express Co.,	.30
	23,	J. Worcester,	24.75
	26,	Adams Express Co.,	.40
	27,	C. S. Bartlett,	2.00
May	12,	Wm. Ware & Co.,	27.00
	21,	Henry B. Carrington,	7.50
June	1,	Water Rent,	11.03
	11,	Kellogg & Bulkeley Co.,	16.10
	14,	Adams Express Co.,	.15
Jun.	22,	John A. Williams,	$19.85
	23,	J. G. Baird,	7.75
	24,	Loomis G. Day,	16.43
	25,	C. E. Bush,	263.16
	25,	Ella J. Gibbs,	263.16
	25,	C. D. B. Comins,	263.16
	15,	M. J. Atwood,	263.16
	25,	A. W. Kibbe,	80.00
	25,	Henry E. Sawyer,	592.12
	25,	H. E. Sawyer,	9.42
	25,	Ralph G. Hibbard,	131.58
	25,	I. N. Calreton,	789.49
	29,	J. B. Northrop,	15.00
July	1,	New Britain Gas Lt. Co.	7.25
	1,	W. Gladden,	.50
	3,	Adkins Brothers,	57.25
Aug.	5,	B. W. Battey,	5.00
	9,	Cloys & Damon,	.50
	10,	I. N. Carleton,	8.80
	28,	E. M. Hadley,	6.57
	30,	Loomis G. Day,	68.00
	20,	Adams Express Co.,	.65
	31,	Chas. Scribner's Sons,	7.00
Sept.	4,	Plimpton Mfg. Co.,	9.50
	6,	Adams Express Co.,	.25
	14,	D. Appleton & Co.,	9.45
	15,	Adams Express Co.,	.40
	15,	Adams Express Co.,	.25
	27,	L. O. Smith,	398.71
	28,	Ginn & Heath,	6.81
	29,	Adams Express Co.,	.25
Oct.	1,	W. Gladden,	.50
	1,	New Britain Gas Lt. Co.	2.25
	6,	Adams Express Co.,	.50
	8,	Adams Express Co.,	.35
	16,	W. E. Sheldon,	4.00
	20,	Adams Express Co.,	1.00
	28,	George A. Worcester,	5.00
	29,	C. E. Bush,	210.52
	29,	Ella J. Gibbs,	210.52
	29,	M. J. Atwood,	210.52
	29,	A. W. Kibbe,	64.00
	29,	L. L. Peck,	84.00
	29,	Annie E. Dupee,	144.00
	20,	Henry E. Sawyer,	473.68
	29,	Ralph G. Hibbard,	105.20
	29,	I. N. Carleton,	630.32
Nov.	1,	Collins & Northend,	107.24
	4,	Frost & Adams,	4.25
	19,	F. B. Andrews,	4.80
Dec.	7,	Jno. A. Williams,	38.40
	9,	R. C. Wander,	2.50
	9,	Adkins Printing Co.,	20.65
	10,	Adams Express Co.,	.75
	13,	Loomis G. Day,	31.81
	15,	I. N. Carleton,	14.83
	31,	Henry E. Sawyer,	12.51
	31,	G. H. Minor,	193.85
	31,	I. N. Carleton,	630.32
		Total,	$12,032.61

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EXTRACTS FROM THE REPORTS OF SCHOOL VISITORS.

THE NAMES OF TOWNS ARE GIVEN IN APHABETICAL ORDER.

[These extracts are, in some cases, condensed or abbreviated in preparing them for printing.]

BRIDGEPORT.—H. M. Harrington, Superintendent.

Supplementary Reading.—During the past year, with a view of cultivating the power of reading at sight in primary children, the classes of the second or next to the lowest primary grade have been furnished with sets or libraries of reading books, which the teachers kept for a week at a time and then sent them to the next school, so that a comparatively small number of books have served a great number of pupils. This plan awakened a greater interest in the subject both on the part of the teachers and pupils, and has worked so well that it should be extended to other grades.

The work accomplished by the schools.—The educational systems and methods of our country are now being put to the test as never before. On every hand we hear people asking what are the results of the training of the public schools. On one side comes the complaint that the instruction is not fitted to make the pupils self-reliant, that it does not impart the power to take care of themselves after leaving school. Again, the claim is made that the instruction should be in the line of mechanical or technical training.

The busy activities of our American life make demands upon the boy or girl of to-day that were unthought of a few years ago, so that they leave school before they are hardly in their teens. Take our own city as an example, where we find that the three lower grades contain more than one-half the children attending the schools. The average age of these children is less than ten years. Hence our methods must be adapted to this state of affairs, so that what is accomplished for the future citizen in the way of public school education must be done during the first four or five years of school training. All parties agree that previous to any special or technical training there must be a thorough grounding in the elements of a common English education. To show what is accomplished in our schools, it will be sufficient to say that the examination held at close of last term showed that the classes that had completed the fourth year or highest primary grade, had a good knowledge of the four ground rules of arith-

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metic, could write a fair description of what they had seen or heard, could read with a good degree of readiness articles within their comprehension; beside this, they had a good knowledge of the elements of vocal music and drawing. This certainly is something tangible, and furnishes at least the foundation of an education, so that if the child then be compelled to leave the school he has gained enough of the rudiments to enable him to make further progress by himself, or to keep him from being ranked with the illiterate. If the pupil is permitted to complete the course of the grammar schools, he becomes well versed in the branches of arithmetic, geography and the history of the United States, and continues the studies of drawing and vocal music, beside having such a training in language or expression as to enable him to write an acceptable letter and express himself clearly upon a topic that is within his understanding. The boy or girl of fifteen having thoroughly completed the course of the grammar schools goes out with a better general understanding of these important branches of a good English education than was possessed by the average citizen twenty-five years ago. To those who urge that the training of the schools should be more in the line of industrial or technical education, we would say there is not time to do this and at the same time teach those branches that should precede this technical education. This must be gained in special schools which have the needful appliances. The expense of maintaining the requisite workshops and factories for the learning of various trades forbids this addition to the public school system.

HAMPTON.—Dr. Charles Gardiner, Acting Visitor.

Our teachers should be better qualified. But their pay is so small that they have very little inducement to qualify themselves. They cannot earn enough to study under good instruction and become thorough teachers. As a rule, they do not attend Institutes, nor visit each other's schools to learn more about their work and develop their latent powers.

Why should they spend their time and money so foolishly? Merit, energy, success, go for nothing. A fool, with a committee man for a friend or relative, can get a school that would be denied to a man with the profundity of Bacon, the genius of Shakespeare, or the learning of Humboldt. Brains and culture avail nothing, when relationship determines the issue. Kinship and friendship have usurped the place which merit alone should command. The Board of Visitors approbate year after year teachers who have once received a certificate, "because they have taught in town before." It seems to make no difference what kind of a school they have kept, or whether their certificates were granted for qualifications, through favor, or on account of politics or pity. In New Jersey, where there are County Boards of Examiners, from thirty-five to forty-five per cent. of applicants fail annually. In Indiana, thirty-two per cent. failed in 1879. A full record of the

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Hampton Board has been kept for eight years, and in that time not one applicant has been rejected. Does a certificate from our Board mean anything? Is it any evidence of fitness for teaching? What credit is it to hold a certificate from a Board where no one fails? Come on, teachers! Our wages are low, but we don't ask much in the way of qualification. No applicant fails before our Board.

Continue this plan a little while longer and you can hire teachers for $10 to $15 a month. See what economy that would be. Never mind the children. What if they are defrauded of their just rights? What if they do grow up in ignorance? Economize. Reduce the wages of teachers, the standard will fall correspondingly low, but that will diminish the taxes and make the heart of the tax-payer sing for joy. To hire poor teachers and have poor schools is not economy, it is wasteful, wicked extravagance. The same sad story is true of many towns in the State.

The Town Boards have failed to do their duty, and have allowed greedy committee-men to snatch for friends and relatives money for which honest service has never been rendered. The Town Board is a millstone hanged about the neck of the school system of Connecticut, doing more than any other cause to drag it down to ruin.

But is the Board to blame? If you were a minister or a doctor depending upon these candidates or committee-men and their friends for support, would it be a good plan to make them all angry by rejecting one of their pets? They would accuse you of interested motive, of partiality. They would not go to hear you preach, nor send for you when they were sick. Suppose you were a politician, would you throw away your chance of being selectman or representative in the Legislature, by rejecting a candidate whose friends can poll from ten to fifty votes? Some men dare do their duty under almost any circumstances, but most men would do just what our Board has done, and what many other Town Boards are doing. The Board is so constituted that it cannot, dare not, do its duty.

What is the remedy for all this? How can honest and impartial examinations be secured? There is but one way. All these difficulties can be overcome by the passage of a bill which the State Council of Education will present to the next* Legislature, providing for a Board of Examiners appointed by State authority. Under this system only qualified teachers would be licensed. Examinations and certificates would mean the same thing throughout the State. Good teachers would be encouraged, the incompetent would be weeded out at once, and the indifferent could take their choice, either to qualify themselves or quit teaching. The standard could be raised from time to time, and thus the schools be made better.

* This was written in October, 1880.

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HARTFORD.—J. H. Brocklesby, Acting. Visitor.

The High School.—It is not necessary to comment upon the management of this institution, which is as nearly perfect in its way as a High School can well be. It serves not only to round off and complete the education of those who have passed through our district schools, and if need be to prepare them for college, but is furthermore a vast help to our surrounding towns by opening its doors to those who desire to avail themselves of the excellent educational advantages that it has to offer. It is for the benefit of Hartford first, as a matter of course, but the increased facilities which have been given it in recent years by new school rooms and additions to its teaching force enable it to welcome within its walls all those residing in its vicinity who may desire to enroll themselves among its members. In looking over the lists, one is glad to find that the opportunities thus presented are so well appreciated that the surrounding towns are continuously represented, while a large number of government scholars from China and Japan have within the last few years been assigned to it preparatory to entering higher institutions of learning. It is an educational establishment whose field is growing wider and wider every year, and if our citizens are apparently proud of it beyond reason, it is a pride which is certainly pardonable when we consider the vast amount of good work which it is constantly performing.

Truancy—In its effect upon public education, truancy is something that will have to be endured for some time to come. It is an evil which can be mitigated, but not eradicated. A crime in one sense, a matter of neglect in another, and on the whole, an educational weed which has no apology for being but still maintains its existence despite the severe decapitations it receives from time to time. With some the truant school has been the attempt at cure, and has partially succeeded; with others severer and more degrading methods have been in vogue, but with all the evil lives. With us truancy is faithfully looked after and those whose especial duty it is to gather up the truants work well and wisely at their tasks. The result is that truancy is kept down within reasonable limits, and not allowed to spread like fever or malaria. There has been a tendency in some quarters by which truancy has gathered strength in this way. A boy of a family or neighborhood is evil disposed and concludes to absent himself from school. His first step is taken and he finds the cheat successful. He then induces others to join with him in his escape from school duties and so in time has about him a crowd of youngsters who are only too glad to follow his leadership and be free with him from what are regarded as useless and irksome tasks. Much attention has been paid to the breaking up of these organized bands of truants, and as is usual in such cases, when the leader is captured and sent to school, the band, as such, falls to pieces, and the boys that compose it either return to school of their own accord, or are found and brought back. But the main fault is with the parents, and their neglect to take an interest in

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doing away with the evil. So long as their lack of consideration prevails, just so long will truancy continue to live, and in some sense prosper, despite the efforts of those in authority to put it down.

School Discipline.—The subject of school discipline is broad and deep, and we have space merely to touch upon one or two matters connected with it. The prime object of the school is mental training, but morals and manners are also essentials which should never be lost sight of. The one-sided pupil, the "smart" scholar whose brains are developed at the expense of his social surroundings never makes a success. All development should be general. The mental and moral machinery should be evenly balanced, and harmony and unison should be characteristic of its workings. The children of our schools are, generally speaking, well cared for in this respect, and it is pleasing to notice the good order and deportment which prevails, especially among the younger scholars. We speak of these things because if the proper ideas of right and wrong, of decency, and carefulness and respect, are properly engrafted upon the younger minds they will bear rich fruit for all time to come, and save a double labor on the part of the teachers of those of maturer years. The position of the primary teacher is no sinecure, as some are disposed to think, and if they will but reflect a moment upon the work which is generally accomplished by instructors of this grade, and consider further that what is completed has a direct bearing upon the immediate future of the scholar and the general good reputation of the school, they will find ample reason for a change of belief. Without good order little can be accomplished, either as regards teacher or scholar, and while there is seldom in any school what may be termed a general disturbance, there are often individual cases which tax the patience and the power of all instructors in their especial capacity as disciplinarians. It is these occasions which show forth both the tact and the tactics of the teacher. If the former is supplemented by a judicious selection of the latter, the victory to the teacher is usually quick and complete. If, however, passion is permitted to replace possession of one's faculties, and rashness rules reason, then the effects of punishment are defects, and due respect for authority ceases to be maintained. It is not well, either, to shame a pupil before the whole school, unless one is especially sure, both as to the school, the scholar, and of the facts in in the case. To tell a boy, for instance, in the presence of his fellows, that he is a blockhead or is guilty of falsehood, is poor judgment, even if the truth should bear one out. It does not counteract stupidity or do away with lying. Individual moral suasion is much the better method, and if it should happen in either case quoted that the teacher is in the wrong it would prove a serious error and an actual insult to the scholar. Every pupil is entitled to the respect of his instructor, and we are sorry to say that this is sometimes overlooked. Teachers occasionally forget the consideration that is due to scholars. They are lapses, per-

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haps, that are few and far between, but omissions, nevertheless, which do not pass unnoticed by the mass of pupils, and which must tend in a quiet yet forcible way to lower the tone of authority and the power of influence which should at all times prevail. The dual relations of the teacher to the taught as a guide to mind and morals is one as honorable as it is useful. A keen insight, a disposition to study thoroughly human nature, and a genuine love for school work, are possessions which make the development of this relation easy, natural and successful. These attributes should be cultivated by all. They will aid in making the pupil not only mentally bright, but will also help him to gain those ideas of integrity and character upon which depends so much his individual welfare in his progress with the world.

MANCHESTER.—Dr. O. B. Taylor, Acting Visitor.

The Teacher's Work.—The work of the school-room, with its various details, its constant demands on the wisdom, tact and patience of the teacher, cannot be reported at the end of the year. The school that appears even ordinarily well, represents more hard work than is manifest to an observer. The teacher who is faithful to his duties day after day, and week after week, knows as no one else does, what real progress in the school costs. While, therefore, he is not to be discouraged because the labor necessary to success is not understood by all, he must so estimate the value of his own work as to experience no wearisome monotony in the routine of the school-room, but rather fresh interest to himself and his pupils, resulting from and resulting in their constant advancement.

While the general order of school work is the same from year to year, special attention has been called during the year past to Reading and Language Training.

Reading.—The tendency on the part of many scholars, as they pass from the primary classes, is to make progress in the amount read rather than in true excellence in reading. They read piece after piece, acquiring facility in calling words; ability, it may be, to read rapidly, yet with little attention to their own faults, and no close study of the elements, necessary to the best rendering of the sense. To stimulate the habit of attention and thorough study, and to keep in the mind of the pupil the purpose to do his best in reading, the Board have recommended the selection of a few pieces at the beginning of each term for special study and drill, with a view to subsequent examination, to illustrate the best specimens of reading of which the pupil is capable. These pieces are not to be studied to the exclusion of the ordinary reading exercises, but to promote discrimination and thoroughness on the part of the pupil, which it is hoped, will, as a result, be more readily applied to his every day work in the reading classes.

Language Training.—In language training, especially recommended and provided for at the beginning of the year, the pro-

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gress, though necessarily slow, is real. The object is, by means of oral instruction, to give to scholars from twelve to fourteen years of age, whose school advantages may be limited, such knowledge and practice in the use of language as shall be of essential benefit to them in after life. In addition to the explanation of the grammatical construction of simple sentences, written exercises are required and specimens taken at the beginning and end of each term during the year. These exercises are usually in the form of letters, travels, description of persons, places, or things, and are designed to show the proficiency of the scholar, not only in expression, but also in spelling, punctuation, and all other points involved in his work. They are written without help or correction, and are numbered and filed in the order in which they come, so as to be easily compared. Thus, as the name of each pupil is attached to the exercise which he prepares, the degree of his progress is readily shown, while at the same time he has a strong incentive to carefulness and accuracy in his work.

This method of instruction is most effective in the hands of teachers who have charge of the same school for several consecutive terms. It is designed to be a permanent feature in our school work, and we doubt not that thorough and continued attention to it will fully prove its practicability and importance.

MERIDEN.—J. L. Pettee, Acting School Visitor.

The Moral and Social Influence of our Schools.—The educacational influence of our schools is great, but no greater than their moral and social influence. The longer I visit our Public Schools, the more fully I am satisfied that a moral and social influence inheres in them, and goes out from them, which is not surpassed by the influence of the Church, or the Sunday School. This is especially true of our Primary and Intermediate Schools, where children are gathered of an age most impressible for time and eternity. As I have sat in the school-room, and seen the extreme care of teachers to inculcate the great fundamental principle of morality, *truthfulness*—as I have seen little children put upon their honor and veracity, and been assured by their teachers that they seldom deceive them—as I hear read from their school-books the frequent lessons inculcating the same great principle, leaving upon the mind of the child the impression, nay, conviction, that nothing is so mean and wicked as a lie—and as, coupled with this, I everywhere hear taught the doctrine of Christian reciprocity, "Do unto others as you would have others do unto you," and everywhere hear enjoined reverence for God and obedience to parents, I feel that an influence goes out from these schools stronger and purer than that which emanates from any other center. And if to this is added the care of teachers to inculcate true politeness; to correct every word that is misspelled or mispronounced, together with every ungrammatical expression, and their efforts, by pictures, and music, and flowers, to develop a

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correct taste, these schools become not only centers of moral and social influences, but nurseries of æsthetic culture. The reason that so many think so poorly of our Public Schools is that they judge them by the schools as they were thirty or forty years ago. They have not visited a school, perhaps, for thirty years, and when they think of one, conceive of it as altogether like the schools they attended when children. As well judge our railroads by the old stage coaches, or our mowers by the hand rake and pitchfork. The Public School, as it now is, is the best possible place for children, and the place where parents may feel the least possible anxiety for them, while in attendance.

NEW BRITAIN.—Charles Northend, Superintendent.

The Elementary Branches.—We have suffered in school work by yielding to an undue tendency to pass slightly over the elementary branches and enter upon higher studies too soon. This tendency is usually strong enough in the young without any fostering attention on the part of parents and others; and it is often the case that teachers, by yielding to this extraneous pressure, do a positive injury to their pupils by allowing them to engage in the study of branches for which their elementary training has not been sufficiently thorough. Too many parents estimate the school progress of their children more from the studies they are pursuing than from their habits of study, or from clear and accurate knowledge actually acquired. But of what real advantage it is for a pupil to fritter away his time on technical grammar, geography, and the like, before he has learned to talk properly, read understandingly or spell correctly? It is sad to find pupils pursuing some of the higher branches who cannot express a common thought correctly or read an ordinary paragraph in a newspaper without blundering at every step. The wise builder makes sure of a secure and sound foundation before he starts the superstructure, knowing full well that any weak or defective work there will prove disastrous to the whole building. A neglect or slighting of the foundation would be considered unwise. Are not parents and teachers equally unwise who permit the young to be superficial in their elementary education, and attempt to build on a very imperfect foundation?

Much of the difficulty attending the pursuit of the higher studies would be obviated, or removed, if more attention should be given to the elementary branches. The ability to read fluently and understandingly will prove exceedingly helpful, and almost indispensable, in the promotion of other studies. How much of the difficulty attending some questions in arithmetic and other branches would entirely disappear if the same could be read intelligently? How often does the teacher find the only aid necessary to lead a pupil to the solution of some problem or question to be found in a correct and distinct reading of the same? It is advisable that the study of technical grammar and geography be

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delayed for a few months longer than has been the wont in our schools, and that the time heretofore devoted to them be given to reading, spelling and writing, together with language and conversation lessons. In this way a state of preparation may be secured which will make the pursuit of the higher branches far more interesting and profitable, and final results far more satisfactory. During the same time the skillful teacher may impart many interesting and valuable lessons on common things,—and particularly on some of the laws of health,—that will be of life-long benefit. Some information may be given on the structure of the human frame, on the importance of cleanliness, of regularity in the performance of duties, temperance in eating and in the indulgence of every appetite, the proper care of the body, and the many little habits that are of daily importance, manner of sitting and walking, the importance of ventilation and the evils of vitiated air, etc., etc. In this way much interest might be excited in lessons on common things and duties that will prove valuable in teaching how to live. Many people suffer through life from the lack of a little information which should have been given to them in childhood. Though we are "fearfully and wonderfully made," we may learn enough of our structure and of the dangers resulting from neglect or violation of certain laws and principles that will prove of great worth. Many useful lessons may also be given in relation to the names, properties and uses of the various trees and plants of our town, and also in relation to the birds and animals of New England, or of our country. Let us provide well for a broad and strong foundation, and then, whether the pupils are permitted to enter our high school, or are compelled from necessity to forego its advantages and enter upon life's duties and labors, they will have that upon which they may daily add valuable superstructive work. When we consider how large the number is of those who are thrown upon their own resources before they reach the high school, the great importance of this foundation work will appear more and more evident. Nothing short of thoroughness can inspire with true confidence, and if a pupil feels that he really understands a subject, he will feel courage to add to that knowledge with clearness. Make a pupil feel, from what he has already accomplished, that he *can* make progress and achieve success, and you have gained an important step; make him feel that he *can* do and he will be likely to do. Teach him self-reliance by leading him to think, and examine, and understand in the simpler matters and principles brought to his attention, and he will be prepared to advance to the more difficult and abstruse. If a pupil feels that he cannot succeed, that feeling will contribute largely to his failure.

Parents sometimes render their children too much aid about their lessons. Said a boy to one of his classmates, on the way to school, "I know my examples are all right, for mother did them for me." And the answers were correct, but when called upon to explain them, the lad could not do it. What children most

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need is encouragement, and occasionally a little aid that will lead them to see the way. It is not that which we do for a child but that which we encourage him to do for himself that will be most helpful to him and best promote his intellectual growth. We cannot teach a child to walk by walking for him, nor can we promote his intellectual growth by learning his lessons for him. It matters not how many branches have been taken up and studied, no pupil is properly trained until he has been taught to examine, to investigate, to think, and to understand for himself. We have too many adults who seem to be entirely dependent upon others and destitute of that manly and intelligent independence which alone can exert strong influence and lead to right thought and action. In a book recently published, entitled "The Story of an Honest Man," by Edmond About, we find the following as to the way in which the hero's father managed in the education of the son: "Gently and patiently he accustomed me to look and think for myself, instead of imposing upon me his ideas, which my docile, submissive spirit would have blindly accepted." May not parents and teachers receive a valuable hint from this?

The most important work ever entrusted to mortals is that of training youth and fitting them for the duties of life. It calls for all the wisdom, care, interest and coöperation that can be concentrated by parents and teachers. When we consider that the first few years of school life do much to give shape and character to all subsequent life, with what importance does it invest the teacher's vocation! Habits of deportment, of study, of thought, of expression and action formed in the school room will go and grow with the pupil as he enters the business of life, and give character, for good or evil, to all his bearing and influence. And though teachers may be employed who are well fitted for their high duties, and though they may be unceasing, untiring, and faithful in their well-directed efforts, much will be wanting to give complete success to school work if parents and children are apathetic and withhold the helpful influence of their prompt, cheerful, and hearty coöperation. No expenditure of money will compensate for lack in these particulars.

Moral Training.—While it is no part of our school system to furnish religious instruction or do anything that will tend to impart sectarian bias, there is an abundance of common ground on which all sects and denominations may stand and coöperate in the promotion and cultivation of those moral traits which do so much to fit the young for usefulness, success and happiness. And no school is, in a true sense, a successful school in which the teacher fails to impress upon his pupils the great value of good habits of thought, of expression, of feeling and of action. And what a range for effort and influence has the teacher here without trenching upon the dogmas or views of any religious sect. Duties and obligations to parents, to brothers and sisters, to schoolmates and companions, to teachers, and all in authority, to the poor and unfortunate, and to all classes and conditions, the duty of

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kindness to animals, the evils of profanity, and falsehood, and vulgarity; in fine, the teacher may and should, and that with the hearty approval of the various sects, labor to suppress all evil habits and propensities, and cultivate all those that are lovely and of good report.

Improper or Demoralizing Literature.—I have in former reports spoken on this subject, and yet its importance is so great that I again call attention to it. The country is flooded with literature whose influence is most baneful. Every effort is made to get this into the hands of the young, and when once their taste has become depraved or vitiated by the perusal of this miserable trash, it is almost impossible to awaken in them an interest for reading of more solid and useful literature, or for the ordinary school studies. In several instances we have been able to trace a pupil's neglect of study and want of interest in school duties to the reading of silly, if not vile, books and papers. The coöperation of all good citizens, and parents in particular, should be brought to bear upon this subject until all the miserable and contaminating trash to be found in our communities shall be forever banished from our homes and streets. If teachers and parents will unite in earnest effort for the cultivation of good moral traits and of correct tastes and views, we shall soon find the miserable literature alluded to exterminated by neglect. One of the best means to avoid the danger from this class of reading is to provide youth with an abundance of reading of the right character. In the city of Worcester great good has been accomplished for the pupils of the high school by procuring for them full and free access to the public library. And when some good man or woman shall give to New Britain a good library, we may look to it for great benefit to our young people.

NEW HAVEN (City District).—Ariel Parish, Superintendent.

School Gradation and Classification.—To persons not familiar with the duties required in our schools, a brief statement of one or two leading features of our school system will impart desirable information, and may not be unprofitable to those to whom the topic may seem trite.

The chief object of gradation is, to present an arrangement of studies which shall secure regular, equable advance, from the beginning to the end of the course. This contributes to the easy, steady progress of the pupil, and assigns to the teacher a definite amount of work to be accomplished, within a limited time. To this end the "scheme of studies" is prepared and so divided into sections that, at a glance, the subjects to be learned by the pupils and for which the teacher is held responsible to give instruction, within a given period, may be readily comprehended. The grade, which ordinarily covers a year, is sub-divided into five equal parts, of eight weeks each; and the several studies are apportioned to these sub-divisions, as shown in the graduated table, in

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the scheme. The formation of classes in each room is a species of sub-gradation, for the purpose of adapting the instruction to as many pupils of nearly equal capacity as possible. The number of classes in a room of fifty pupils is usually two, a convenient division in the higher grades; but, in the primary rooms these classes divided into two sections each, with shorter time for recitations, make more satisfactory progress in the hands of some teachers. One of the prominent features of the renowned "Quincy system" is the classification of pupils in "groups," of not more than six or eight in each. It is claimed that by bringing together a few children of equal capability and like temperament, much better results can be obtained in shorter time given to recitations.

The advantages of gradation and classification are many, where some eight or ten thousand scholars and more than two hundred teachers are under one supervision. If system in business transactions is anywhere valuable, it is especially so where such multitudes of details demand attention and so many minds are in active operation.

1. By the gradation of the schools, with a scheme of studies to correspond and a time table to govern the daily exercises, provision is made for the efficient, uniform working of the entire school system. While the general plan defines the duties of all,—teachers and pupils,—it leaves the methods to be employed largely to the judgment and genius of each individual, who is held responsible for results. The success or failure of each teacher is clearly apparent in the preparation of her pupils for promotion to the next grade. Individual pupils may fail to advance with their class through faults of their own; but seldom will an entire class, or the pupils of a room fall behind the grade, except through the neglect or incompetency of the teacher. But if there is a real cause for such an unfortunate event, for which the teacher is not in fault, it is not difficult, ordinarily, to make it obvious to the vindication of the teacher.

2. Not only is the quality of the teacher's work tested by the system of gradation, but the advancement of the pupils in their studies is readily ascertained, by noting their progress from grade to grade, and observing in the scheme of studies what they have completed. Parents are duly notified by the teacher when for any cause a pupil is falling behind the class and is likely to fail to be promoted. Besides, the "*weekly diary*" of the older pupils indicating the room, the grade, the class, the quality of scholarship, deportment, punctuality, and rank in the class, is sent home for the inspection of parents, at the end of each week. Careful attention to this paper will go far to keep parents thoroughly acquainted with the standing and progress of their children at school. Considerable additional labor is required of the teacher to prepare this record weekly, for the information of parents; and both justice and courtesy to her as well as fidelity to the interests of the child, require that the father and mother should give careful attention to this expression of the teacher's opinion.

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3. One of the great advantages of comprising the entire school population of a city like this, in one organization, instead of a division into several independent districts, each employing different modes of administration and having different interests to promote, is this, that great care is taken to give to every part, from center to circumference, equal privileges in the quality of instruction and general management. Not only are as good teachers provided for the suburban schools, but the same attention and care are given to them by the principal of the Grammar School, as to the rooms under his immediate supervision. All pupils are ultimately to be promoted to the central school; hence, both interest and necessity require that pupils from outer schools shall be prepared by equality of scholarship to join the classes of the larger school. Consequently, the gradation of studies and careful classification of scholars are equally important in all the schools.

4. Two other important advantages follow. Families are constantly changing their places of residence; this requires the change of children from one school to another. (1.) The position of a pupil thus entering a new school, in any section of the city, is readily determined by ascertaining the grade and class to which he belonged in the school from which he came. And since the scheme requires equal advancement in all the branches of study, in the same grade, there is little if any loss of time by derangement of lessons, as in schools where the studies and the order of arrangement are unlike. (2.) An immense saving is made in the purchase of books consequent on change of residence, since the same books are everywhere used in the same grades, in all schools of the city. As families of limited means change their residences most frequently, the saving to such is a matter of considerable importance.

5. Nothing perhaps contributes more effectually to secure unity of purpose and action to the administration of our school system, than the thorough gradation of studies and careful classification of pupils according to capacity. Let it not be inferred, however, that there is, necessarily, what is often charged upon public schools when working systematically,—anything like "machine work," to the exclusion or hindrance of the mental culture of the pupils; that the highest ambition of the teacher is to practice skillful manœuvering of the pupils, to secure precision of movements and statuesque position. Concert of action is appropriate in the school-room, as elsewhere, when considerable numbers are to be treated, both as a physical and mental drill; and experience has proved that it is beneficial to the bodies and minds of the pupils. But, if any teachers make such exercises the chief employment of the school, they greatly err in judgment, and give occasion for detraction. Properly used, all physical drills not only contribute to health of body, but to mental activity and vigor, since they demand fixed attention, keen perception, decision, quickness of thought and promptness of action, to move in

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perfect concert with others. Naturally dull minds are specially benefited by acting with others quicker than themselves, stimulated by the combined influence of compulsion and interest in a pleasurable exercise.

Such devices as division of labor, assignment of special duties to individuals, an orderly arrangement of objects for mechanical action in all industrial operations, and even the classification of subjects for mental effort in professional life, are distinguishing characteristics of all great business transactions of the present generation, in contrast with those of the preceding one. There can be no good reason why the immense interest embraced in the public schools should not be promoted by the application of the same principle in their administration.

Instruction.—While the methods of teaching in the schools are substantially the same as have been employed in years past, there have been much study and inquiry for improvement by the teachers. In the daily exercises, many have shown much skill and tact in teaching and managing their classes, by which time has been saved, movements of the school facilitated, greater interest on the part of the pupils awakened, and the teaching made more effective. The system of instruction is a thing of growth; like a tree whose increase, made by apparently insignificant daily accretions, can be measured only by what it becomes in the lapse of years. Like the tree, too, that ceases midway to grow and becomes a stunted, misproportioned object, the school may become a failure, a fit representative of the teacher whose apathy or unfaithfulness has caused irreparable loss.

Much interest has been excited among the teachers here, as elsewhere, by the developments of the Quincy methods. Visits have been made by parties from this city to obtain, by personal inspection, a knowledge of the peculiar methods which have made that ancient town famous, in a new sense. If no new system has been devised—and Supt. Parker denies that he has created one—some things were found there which were quite suggestive, at least. Among them was the discovery of means by which good schools can be made and maintained in any town or city. 1. The Board of Education, in whose hands the schools of the town were unconditionally placed, consisted of earnest, intelligent men, who held office through a series of years, without change; a length of time ample to enable them to develop any system or plan they might see fit to inaugurate. 2. Among them was a man whose word and influence were all-controlling throughout the town, and whose high reputation is of national extent. 3. All means desirable for furnishing school accommodations and appliances were at their command. 4. A most competent, enthusiastic gentleman was appointed to supervise the schools, with the charge to make them as nearly perfect as possible. The combined wisdom of all these gentlemen had ample scope and opportunity for a grand experiment.

In process of time, the fame of the Quincy schools was noised

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abroad over the land. Teachers were at first curious, then anxious to know the merits of the new mode of education. Soon pilgrimages were made from every quarter to this new educational Mecca; and in order to learn thoroughly both the theory and practice of the system, scores of teachers with the experience of many years, volunteered their services in the schools, without compensation, if they could thereby learn the secret of this new and wonderful teaching process. Hence, 5, another element that contributed largely to the success of the enterprise and would be equally serviceable in all schools; the opportunity afforded for a selection of the most competent teachers, after a thorough trial, to fill vacancies that might occur in the schools. Out of the hundreds from all parts of the country, who thus offered themselves,—and few except those earnest and ambitious to excel would do it,—a very superior corps of teachers is always in service. 6. Another unusual advantage was, the employment of two teachers in each room, containing some forty or fifty pupils. With such advantages, what but the highest success could be expected!

It is not my purpose to discuss the merits of the work accomplished by the school authorities of Quincy. I will only say that, from personal observation, in my judgment, excellent results have been produced and the efforts of the committee and superintendent are worthy of the highest commendation. The main point of interest to us is, to know how far our schools can be benefited by the adoption of any features of the Quincy methods. The principal of the Washington district having visited the schools, has adopted some of the methods of instruction and management in the primary department of his own schools. The success of his experimental trial can hardly be stated till after further opportunity to develop what he has attempted. But, already, enough has been accomplished to warrant further trial of the new departure.

One of the encouraging developments is, the newly awakened interest of the teachers as they witness the pleasure which the children manifest in the exercises they are called to perform. The mutual interest of both teachers and pupils in the work is the best evidence of its real value. The new methods are employed chiefly in the primary classes, and in exercises designed to cultivate a ready command of language, both written and oral. The following extract from a report to the superintendent by Mr. Burton* will convey some idea of what the children in his schools are doing: "At the beginning of the fall term a scheme was prepared and the teachers began a systematic course of language teaching. In nearly all the classes a decided interest in these lessons was developed. The result was, that before spring it was no uncommon thing to see the children six, seven and eight years of age, vieing with the older ones in writing short descriptions, stories and letters, furnishing most gratifying proof of the value of this

* Principal of the Washington School, referred to a few lines above.

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kind of work. It has been found that already some of the smaller children are able to repeat or write the substance of a story read to them, giving the statements in their own words, yet comparing not unfavorably with the author himself in selecting words which will convey the requisite meaning."

The chief difference between this method and the usual way of conducting recitations, consists in the division of the school into sections, or groups, of six or eight children, who can be gathered around the teacher and taught many things in a more free and familiar manner than in large classes. The confidence of the children can thus be more easily gained by the removal of that constraint which often prevents them from trying to make effort. The advantage of grouping the children is confined mostly to beginners, who are more readily taught the first steps in the school in this way, than by the more formal methods. As the pupils advance they can be taught advantageously in larger groups or classes. After all, it is the tact and skill of the teacher, rather than any devices or expedients, that will secure success in the business of instruction; and what secures success to one may bring total failure to another.

Reading received a fresh impulse, a year ago, by the substitution of the Franklin Readers for Lovell's series, and the introduction of Monroe's charts for beginners. Through all the grades a new interest has been awakened in the subject, and the improvement in the style of reading has been quite manifest. The use of Monroe's charts in the primary rooms has made a radical change in the method of teaching beginners. The task of the teachers has been greatly diminished and the progress of the children is much more rapid than formerly with a book in the hands of each child. The lessons printed in large letters, on sheets of Manilla paper, and suspended before the children, can be readily seen by a large class, or even by all the children in the room at the same time; so that the attention of all can be directed to the same thing, and many can be taught at once even more effectually than a single individual. The enthusiasm among the little explorers into the mysteries of words is interesting to witness, when they compete with each other in seeking and pointing out words, or in reading sentences. Many teachers believe that a third of the time spent on the book is saved by the use of the charts.

Something is due, doubtless, to the novelty of new matter found in the new books, to account for the increased interest of pupils in this study. So far as this is true it suggests forcibly the importance of providing, from time to time, a fresh supply of reading for the schools, both to keep up a permanent interest and materially increase the amount of general information which pupils should acquire from this exercise. The ordinary exercise in reading consists, almost entirely, of a vocal effort to pronounce words in sentences which have become familiar and trite by frequent repetition. The inspiration of thought, which the words should impart, has ceased. The language fails to awaken feeling

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or interest enough to give natural force of expression to the utterance; and that which passes for reading is, too often, *Vox preterea nihil*—sounds without meaning. Fresh reading matter freely supplied to the pupils would do more to remove the listless, expressionless style of reading with which teachers have had to struggle, than anything else. The series of readers adopted may be regarded as well adapted in language and subject matter to the comprehension of the pupils. A serious deficiency is felt, however, on account of the omission of several numbers of the series, which reduces the amount of reading and fails to supply to the classes a suitable gradation of books.

No branch of study in our schools demands more liberal provision and intelligent teaching, than reading; since no study of the school will be so frequently applied to practical use in after life, and no other will afford so much rational enjoyment and abundant means for personal improvement. Ability to read aloud with propriety and impressiveness has its value, and is an object worthy of great effort to attain. But silent reading is no less important. The former is comparatively seldom used; the latter daily and through life, giving constantly new direction to thought and action. Elocutionary reading should not be neglected, but the greatest care should be taken to teach the child how to gather thought most thoroughly and rapidly as the eye passes down the page. To do this, the meaning and use of the words read must be taught. Every word not understood by the pupil conveys no idea, or teaches error. In either case the time spent is worse than wasted. Hence the importance of teaching the meaning and force of words in reading lessons. In my judgment, it has been an immense loss to the children in our schools that they have not more free access to the dictionary. They need to be taught how to use it; and every child above ten years old should own and have at hand a small dictionary for ready reference in learning his lessons. A clear comprehension of the meaning of words will save much time in study at school, and will give infinitely greater satisfaction and profit in all future reading.

Language Culture is gaining its proper position in our schools. It is recognized as a study; it is taught by written and oral exercises in nearly all the grades. Not only the meaning of words and their relations to each other are studied, but by the construction of sentences the pupils are learning to use them with facility in the expression of thought. In the upper grades, language lessons have been regularly taught quite systematically for several years, in connection with much practice of thought expression, on paper. The results have been gratifying, on the whole; but somewhat unequal in the schools, differing chiefly according to the interest and earnestness which the teacher takes in the subject. Below the grades where text books are used, in language lessons, less has been accomplished than was desirable, because original exercises must be prepared by the teacher; and for want of skill or lack of inclination, many teachers omit the exercise of

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sentence-making. But a charge may be anticipated soon, for when language exercises are fully incorporated into the scheme, in the primary rooms, as in the Washington district, the continuance of them through the intermediate to the grammar grades will be regarded as indispensable. Whenever and wherever teachers take up the subject, whether by compulsion or their own free will, the same success will attend their efforts as in any other branch of instruction. In no other study can greater zeal be awakened in the pupils than in this, when skillfully managed by the teacher. No other study will so permeate and throw light into every other branch, as that which imparts a power to comprehend easily and clearly the language conveying the thought embraced in the study.

Geography is better taught each year. Map drawing has become thoroughly established in every grade in which geography is studied. Next to actually traveling over the earth to observe things as they exist, a map or globe furnishes the most perfect representation of what should be learned. As the plan of an edifice, which the architect draws, shows the elevation, outline, form, size, arrangement of rooms, and, to the imagination, the appropriate objects to be located in every part when the building shall be completed, so the map is suggestive of the form, parts and objects to be found on the globe. All geographical knowledge, collected from whatever source, may be classified and so associated in the mind, that the map instantly presents the relations of objects to the memory and understanding, next to reality. Map drawing is, of itself, a most valuable exercise to cultivate the skill of the pupils, to test their judgment of the relative size, distance, directions, forms, etc., of objects, which are regarded as more important than fine pen or pencil work, in imitation of the engraver's art.

Truant Schools have been an important feature of our system since 1871. Fifteen years ago the entire burden of truancy and insubordination was thrown upon the teachers of the schools. There was no legal authority to aid them, but always enough ready at the call of any parent to prosecute a teacher for supposed undue severity in the punishment of any refractory, or truant boy. The only relief afforded was the power given to the teacher to suspend a scholar for truancy or misconduct, at their option, when punishment failed to subdue the offender. The result was, that scores of contumacious transgressors were turned into the streets, greatly to their delight in being freed from the restraint and tasks of the schoolroom, and to the provoking annoyance of all good citizens whose fruit yards, or small wares exposed at the doors of their shops, were subject to their pilfering hands. These "street Arabs" were added to the still larger number of others, who were denied admission into the schools for want of room, and were 'waiting for seats;" to whom the former class became leaders, and teachers in the "street school."

So intolerable became the insubordinate spirit in the school and

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so great the public nuisance without, that relief was imperatively demanded. The Board ordered the opening of a school to which truant and insubordinate pupils should be "transferred," in accordance with the laws of the State and in conjunction with the authority of the police magistrates. Thereupon, the rule allowing "suspension" was repealed and the practice peremptorily prohibited. The language of the Board, in their report of 1871, gives a vivid account of the first year's trial of the school: "The immediate effect of the new regulations was seen in a rapid diminution in the number of truants reported from the several schools, and in clearing the streets of young vagrants. Boys who had grown skilled in the short method of avoiding the irksomeness of school by playing truant and being immediately suspended, found that this satisfactory arrangement had come to an end. The less they were inclined to go to school the more urgent every one seemed to have become that they should go; the army of boys who found a pleasant excitement during school hours in watching the arrival and departure of the trains, or fishing from the wharves and docks, or playing ball in the outskirts of the city, or hanging around stables, or perching on fences near the school houses, found their liberty seriously abridged by inquisitive policemen, who put unpleasant questions about their absence from school and insisted on taking them to their homes or to the schools to which they belonged, or to the station house." * * * *

"The ages of the seventy-five boys who have been sent during the year to the truant school varied from ten to sixteen years. With few exceptions, they were grossly ignorant of what boys at their age ought to know. Some of them did not know their letters, most of them could read very imperfectly, and not more than two or three knew the multiplication table. The greater part of them were found to be neglected and mischievous rather than depraved and vicious boys."

Of the three "ungraded schools," two, under the instruction of male teachers, receive only boys; the third, under the care of two female teachers, is designed for both boys and girls, chiefly of that class that are unable to attend regularly the graded schools. Our "truant schools" differ from those established elsewhere as places of confinement for truant and insubordinate pupils. Living with their parents such pupils attend as in other schools; but those who persist in truancy here are arrested, brought before the police court and sentenced to the State Reform School at Meriden. This is the last resort.

A reformatory school, provided by the city, or county, into which boys beyond control might be taught and trained, as in a well-regulated family, would doubtless be far better than a large State institution, in which are thrown together a multitude of the worst juvenile criminals of the State.

Vocal Music has been one of the regular studies of the schools during the past fifteen years. Under the direction of Mr. Jepson, it was begun as an experiment, which proved so satisfactory that

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instruction in music has been given for many years in all grades. Fifteen minutes a day is the time allowed for this exercise, which serves a double purpose—instruction and recreation. It adds a pleasing variety to the programme of the day and gives healthful relaxation to the pupils, besides valuable instruction. Nothing more effectually cultivates precision, promptness, quick perception and close attention, than a lesson in singing. In no exercise do the children engage with so much cheerfulness and animation. The degree of excellence which the pupils have attained is a marvel to all who witness their performance.

A marked effect is noticeable in music circles everywhere in the city. In churches, Sunday schools and in social gatherings of every kind, excellent music is obtainable with little effort. Musical taste is generally much improved. Many will recall with pleasure the mammoth musical performance at the Fourth of July celebration in 1876, in which 2,700 pupils of the public schools gave an open air concert, under Mr. Jepson's direction, with remarkable success.

Drawing was introduced into the schools in 1868, under the direction of Prof. Louis Bail, who had previously given instruction for many years in the Sheffield Scientific Department of Yale College. Instruction is given from the primary, through all the grades, by the teachers of the several rooms, under the direction of Prof. Bail, who also gives all the instruction in the High School. The value of drawing becomes more obvious every year, whether as a personal attainment, or for business purposes. Out of the large numbers learning the use of the pencil, the development of remarkable skill occurs frequently. Many pupils after leaving school have found remunerative employment in drawing. The demand is increasing every year, in this country, for skill in this art; and it is certain that we have no study more practical than this in our schools. It combines both pleasure and utility. The cost should be no objection, since the expense of both music and drawing together is only one cent a week for each scholar.

If space would permit, it would be interesting to compare the schools of 1880 with their condition in 1850; or fifteen years before and fifteen years after 1865. The studies, as reported in 1851, were as follows: Reading, Spelling, Writing, Geography, Grammar, Arithmetic, U. S. History, and Drawing. It appears that no higher studies were pursued in any of the schools than those contained in this list. Comparatively few children over twelve years were found in the public schools. In 1853, after a new impulse had been given to the Webster School, which received its new name that year, the Board report that, "128 pupils over 12 years of age are there—a greater number of that age (exclusive of the Lancasterian schools) than are to be found in all the other public schools of the city. The Board regard this circumstance as one of the most encouraging signs of public satisfaction with the school that they have witnessed."

The schools of New Haven have made progress in the past

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quarter-century and more, which none can realize who have not known them as they were and as they are to-day. It is said that fifty years ago New Haven did not own a school house. However that may be, it is certain that school accommodations must have been very scanty till within thirty years, if,—except the Lancasterian school,—the Whiting St., Washington (3 rooms), now Cedar St., and the octagon part of the Webster School, were the chief school edifices of the city. The extent of the course of studies is given above, as pursued just at the period when a new interest began to be awakened and a new era began. It is believed that the advance in the schools has been, in a good degree, parallel with the improvements and progress in the business world outside of the school room.

Although the public schools never had more earnest supporters, nor more diligent seekers after improved methods of instruction, they are made the subject of severe criticism. It is well that they should come under public scrutiny, since they belong to and are supported by the people. It is excellent evidence that the public school system has intrinsic value, since it not only continues to exist, but actually thrives under vigorous assaults; for the endless variety of charges of imperfection and unworthiness have not apparently diminished the confidence of parents, whose children are receiving the benefits it confers, nor of cultured men and women over the land, who comprehend its great value to an enlightened community, and to a people who hold the reins of a free government in their own hands.

Opinions may differ in regard to methods of managing the schools, or the extent to which the children of the State shall be educated at public expense; but the underlying public sentiment will remain unaffected, so long as the benefits to individuals and the State combined continue to contribute to the welfare of both.

NORWICH.—John W. Crary, Acting Visitor.

Irregular Attendance.—We hear teachers complain of irregularity in attendance; the school registers show it; committees, in their reports, dwell on the evil. We have been at the trouble of showing the per cent. of attendance in each district; the extent of the evil is thus seen, measured with the exactness of figures. Through the entire districts that are under the control of the town Board of School Visitors only 83 per cent. of the number enumerated between the ages of four and sixteen have been registered, that is, only 83 per cent. of our children actually attend school. The state of things seems worse, when we reflect that provision is made to educate the whole. The evil is vey great, since it results from irregularity. Did a part of the children stay at home constantly, and the other part as constantly attend, we might have better schools. This is evident when we bear in mind that scholars at the present day are taught in classes, and not individually, as was the case years ago; then the absence of one pupil did not in

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the least interfere with the progress of any other, but was rather an advantage to those that did attend. We see, then, that a single scholar may derange and hinder the whole class, and thus interfere with the regulation and order of the whole school. We would have this evil remedied by bringing parents to appreciate more, the injurious consequences upon their children.

Our Teachers, in most cases, have felt a deep interest in their schools, and have labored to inform themselves in regard to the best methods of teaching; but the compensation that we give to some of our female teachers is so small that they cannot afford to incur the expense of attending the Normal School, or the Teachers' Institute. The same evils exist in our school, to a great extent, that have existed for years; but they are evils that the teachers cannot overcome or remedy. However well they may be qualified for the work, unless they have the coöperation of parents and the public very generally, they cannot succeed in accomplishing all that is desirable for the improvement and benefit of our schools. Unless we, the teachers, school officers and parents can in some way be made to feel the importance of this great trust committed to us, we shall not be qualified to labor successfully for the advancement of the cause of education. The very small salaries that we pay some of our female teachers is a source of great discouragement to them, and the chief reason why they so often change from one school to another, or are turned aside to make room for some one that has offered to teach for less wages. The consequence is, that some of our teachers, if they had to pay the market price for board, would have little or nothing left to pay their other expenses.

Parents.—One great obstacle that conflicts with the usefulness of public schools, is a want of coöperation on the part of parents. They seldom visit the school where their children are being educated, relying wholly on the declarations of others, or their children, as to the usefulness of the school. It is sad to behold parents so little engaged in the education of their children. Such is not the case in other matters that are of strikingly less importance. The same man that employs and places a teacher over his children may also engage another person to labor in his shop, or on his farm. How much greater is his anxiety to have a good day's work done in his shop or field than in his school-room! He watches the one whose labor is upon the things of earth, and is zealous to see that his time is not idled nor misimproved; and should business call him from home he hastens back with all possible speed, lest his workman may get out of a job. But the other laborer who has been put into the school-room, who is to mould and fashion his child for time and eternity, he never visits, and apparently has no concern about his work. With such a man the cultivation of his farm is of greater moment than the culture of the immortal intellect of his children.

Graded Schools.—The fact that the district schools, without any of the advantages of gradation, once answered their purpose

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very well, does not prove that we need nothing better now. The pod auger and wooden plow once answered their purpose, but the carpenter and farmer have something better now. The superior advantages of graded schools over those in which children of all ages and degrees of proficiency are placed under the care and instruction of the same teacher, are conceded by every intelligent educator. Let the higher department, or the more advanced scholars be taught by a well qualified male teacher, the younger scholars by a female teacher in winter and summer. Female teachers are better for young scholars. Their influence is more gentle, it forms the girl to mild dispositions and graceful manners, it infuses a portion of its sweetness into the harsh and self-willed perverseness of boyhood.

Union of Districts.—The system of uniting school districts and having a graded school is much less expensive than the system of small districts, in proportion to what it accomplishes. By uniting districts we get more of a union of effort, and in union there is strength. By uniting the districts of the town and having a school of several grades, the highest department would give a good and sufficient education common, for the whole town, in the highest and best sense of the word common: common, because it is good enough for the best, and cheap enough for the poorest family in the whole town. It would equalize the opportunities of a good education, and exert a happy social influence throughout the whole town. For want of a public school of this character the children of such families as rely exclusively on the small district school are isolated, and are condemned to an inferior education. They are cut off from the stimulus and sympathy which the mingling of children of the same age from different parts of the town would impart. The district schools at present are so many distinct, isolated interests. They are unhelpful of, and indifferent to, each other's affairs. Is this the best system? Is it the most complete, efficient, economical, and all that is desirable or practicable? Are there no advantages to be gained by combination, union and sympathy? Is there not wanting here a school of a higher grade, for the common use and benefit of all the districts, (especially of the rural part of the town), to which the older and more advanced pupils may resort for higher learning, while the younger ones look forward to it as a pleasant eminence to reach, with the wholesome stimulus of feeling that they are coming on, and upward, in the paths of knowledge. But to the child of the small district school, as things are now, there is no higher place in prospect until he can knock at the door of the Free Academy and hear the words, "come in." The benefits that would result to the outside districts from their union cannot be over-estimated. The number that would press up to the front rank of scholarship in the school, bearing away the palm of excellence by the vigor of sound minds in sound bodies, of minds and bodies made vigorous by long walks in the open air, would be greater in proportion to their number than from the central part.

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It would do both the children of the central part and of the outside districts good to measure themselves, intellectually, in the same field of study. The faculties are sharpened by the direct contact and collision of kindred minds. The privileges of a good public school of a higher grade would be brought within the reach of the children of parents of the most diverse circumstances, as to wealth and education. The children of the rich and poor would be found side by side in the same recitations, pressing up together to the same high attainments in knowledge.

NORWICH, Central District.—N. L. Bishop, Principal.

Moral Discipline.—Pains have been taken in enforcing discipline to impress upon the mind those great moral principles which lie at the foundation of a good character, and which, when thoroughly grounded in the heart, lead inevitably to the practice of self-control, the end toward which all discipline should tend. Every opportunity has been seized upon to show the evils resulting from anger, lying, pride, idleness, and their attendant vices, and to hold up the blessings which will surely flow from the practice of their opposites, patience, forgiveness, truth, meekness and industry. In short, it has been our constant aim while directing, restraining, and correcting, to make our pupils familiar with that which constitutes true nobility of character, and to inspire them with the determination to acquire it as their development progresses.

In reading, good results have been achieved. This branch of our work may justly be regarded as of the first importance, since progress in everything else depends so largely upon proficiency in it. Fluency in reading must be gained before there can be any great love for acquiring knowledge from books, or rapidity in mastering it. In recognition of this fact, constant effort has been put forth to develop such a result. Instead of confining the instruction and drill to selections from the readers, other books have been introduced, from time to time, with which the pupils were not familiar and in which under the eye of a teacher they could be trained in the important art, both of quickly calling the words at sight and of discovering and naturally expressing the thought of the author. Care has been taken in selecting these books, to get such as would be entertaining to the pupil and easily comprehended by him, hoping thereby not only to secure more rapid improvement in reading, but to awaken and develop a love for it. The readers have not been altogether discarded, but have been used a considerable proportion of the time for purposes of drill in articulation and for the complete mastery of the thought and its expression, in certain selections. This latter method of instruction, though unwise and positively injurious when exclusively followed, works the best of results when judiciously used in connection with the "sight reading" mentioned above.

The results of our work in reading are quite satisfactory. In-

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creased interest and more thoughtfulness, besides ability to call new words more readily are among the more prominent. It is believed that if the plan is continued greater improvement will be be observed in the future. The use in the lowest classes of the First Reader, printed in Leigh's pronouncing type, has proved highly beneficial. Greater progress has been made in those classes, and real ability to read understandingly, without constant assistance from the teacher, has seemed to be acquired more easily than ever before. It is the unanimous conviction of the teachers, that this type aids materially in helping the little ones to master and use the written signs of the language. It helps to show them that letters mean something. It helps to point out the silent letters. It helps to secure a good degree of accuracy in articulation. It helps to improve the spelling. It helps pupils to make out new words for themselves. In short, it is a *help* to good reading and ought to be so used. There seems to be no difficulty and scarcely any interruption in changing from this to the common type. One of the classes made the change at the beginning of the last term and did it very readily and with hardly any loss of time, so that the experience of the past year indicates most emphatically that it would be well to continue in the use of this method.

Spelling.—The work in reading has operated to produce better results in spelling. In the endeavor to cultivate a habit of closer observation for the sake of calling words at sight, the power of analyzing words into their letters has correspondingly increased. Less dependence has been placed upon oral work and more upon written. Pupils have been encouraged to study their lessons by *writing* them, more than by reading them over and over in the usual mechanical way, and teachers have taken great pains by writing upon the board, and in other ways to call their attention to the formation of new words and those most likely to be misspelled. The results gained, while they indicate improvement, are not altogether satisfactory, but it is believed that the year to come will work a greater degree of progress.

Writing is so closely connected with reading and spelling, as we teach them, that each cannot but affect the other. In the lower grades especially the marked improvement in the latter has been accompanied with a corresponding improvement in the former. Children who have been in school no more than a year write a fair hand, while those whose school life is two years have acquired the ability to write easily, always legibly, and sometimes beautifully. In the upper grades attention has been given to correct position and easy movements of arm and fingers with considerable success. Many of the teachers have been untiring in their efforts at training their pupils in these particulars and deserve high commendation. More than the usual time has been devoted to teaching pupils to express themselves by the written word. Sometimes they have been required to write a letter, sometimes to describe what they can see in a picture, and at other times to

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write what they can remember of a story that is read to them. Work of this kind has been very satisfactory and has proved very helpful in the study of language as well as in writing. Teachers have been surprised at the ability to express themselves in writing, which has been displayed by very young pupils, and highly gratified at the many evidences of thoughtfulness exhibited.

Singing.—The results exhibited by the several classes in singing have been unusually good. It is now eight years since the present system of instruction was introduced. Scholars who were then in the Primary rooms are now in the Senior. Having had the benefit of the musical training through all the intervening rooms, they furnish the best evidence of the excellence of the system, and the training given through it, ever before presented. Ability to read quite difficult music readily, to sing alone without instrument or any other aid, as well as in the chorus, and to answer correctly a large proportion of the questions upon the theory, are the prominent features of the results noticed.

PLYMOUTH.—L. D. Baldwin, Acting Visitor.

Said a young lady in my hearing a few months since, "Thank fortune my education is completed, and I shall no longer be compelled to learn this and learn that." As if our education were ever completed in this world, or will be in the world to come. I think it fair to infer and safe to believe that the expansion of the human mind will continue down the eternal ages, and that the more fully it is developed here and now, the greater will be the satisfaction and enjoyment in the great "beyond." Yet this is but voicing the idea which rules in many a young mind, and graduation day is looked forward to with impatience, as a relief from a service and duty distasteful in the extreme. Could this be reversed and our young people feel that the close of their school-life was the limit of their opportunities for obtaining a knowledge of books, and that henceforth their only training would be in the school of experience, with what different feelings would they anticipate this, the most interesting period of their lives. It has been with your Committee a matter of earnest thought, "How can this be realized? What motives can be set before our scholars which will awaken in them a desire and a determination to make the most of their limited opportunities for preparing themselves for the great and rapidly-approaching duties of life?" I have often endeavored to show them that, on the low ground of selfishness, it was policy for them to strive for the highest attainments. Educated labor is ever at a premium, even if it be but manual labor; for the more a man thinks, the better and more economically will he apply even muscular power. But the man found qualified to guide and superintend others will ever be in demand at a salary which ignorance can never hope to obtain. In the same proportion that mind is superior to matter, will be the satisfaction taking by the thinking man or women over the mere plodding human machine.

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The condition of our schools is not all that could be desired, nor all we have a right to expect. Probably no one item of expense in the town equals the sum paid for education, and it is also probable that as little thought is given it, and as little interest felt in this, as in any expenditure involving one half the money.

At the annual meeting of the School Board, held in October, 1879, it was voted, that the teacher in District No. 1 be permitted to depart from the usual, beaten track in teaching, and take a new departure, at her discretion. This was done to test in some measure the practical value of the so-called "Quincy Method." As a result, there was more zeal and enthusiasm on the part of the teacher, and a largely-increased interest, eliciting more of thought and more of the spirit of inquiry among the pupils. This seems not to have been satisfactory to the patrons of the school, as she did not secure a reëngagement for the coming year.

Reading.—We need to take a new departure in this important branch of school-work. The teacher or pupil who can see only the correct pronunciation of so many words, or who only regards with mathematical precision the marks of punctuation on the printed page, fails in large measure to appreciate the beauty or the utility of this ornamental as well as useful study. Often have I seen a bright gleam of intelligent interest lighting up the most stolid countenance at the rendering in a proper manner of some simple narrative, over which the eye of the pupil had been wandering with the utmost indifference. Instead of being a dull, prosy exercise, as is too often the case in our schools, it can and ought to be made a fine art.

PORTLAND.—Dr. C. A. Sears, W. S. Strickland and Rev. J. S. Bayne, Acting Visitors.

Spelling.—While our teachers have naturally been attracted to the "Spelling Reform," advocated by such distinguished educators as Max Müller, Prof. Whitney, Presidents Crosby, Chadbourne and others, they have thoroughly instructed their classes in spelling according to our best approved dictionaries. It is the received orthography of Noah Webster that is taught, and not the phonetics of Josh Billings. Spelling has been a prominent exercise in the schools, and the *best results* have been secured by writing or printing the words upon the slate or blackboard, thus photographing a picture of the word spelled upon the memory, and at the same time cultivating the art of good penmanship.

Reading, by far the most important study in our schools, has had its due share of attention. This is the surest way to facilitate all other and higher studies, for early mastery of reading fosters a love of learning and fondness for books. Once implant a love of reading, and you have a strong pledge of scholarship through life. Let a child learn to read with facility and expression, and he has gained the key by which he can open any door in the temple of science.

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We would call attention particularly to *vocalization.* Having many children of foreign parents in our schools, the integrity of the "King's English" is liable to deterioration by the clipping, or mispronouncing of terminations like "th," "ing," "ed," "r," and others, and of many of the vowel sounds, and the interchange of consonants like "b," and "v," "s," and "z," to such a degree that it becomes painful, if not impossible to understand the speaker. There is perhaps no work more laborious and requiring more patience; but constant drilling the classes in the correct sounds of syllables, vowels and consonants will gradually remedy, if not entirely overcome, the early habit. Tact and didactic skill are needed in nothing more than in imparting instruction in reading and spelling. There is no more responsible position than that of primary teacher, for here the whole future ambition and progress of the child are shaped. Peculiar tact is needed for communicating elementary instruction, and a motherly magnetism demanded, which few naturally possess, for constraining order and infusing ambition for improvement.

Writing has received in our schools the past year its proper time and attention. Many of the pupils have made commendable progress in this the most useful of the arts. Poor penmanship is not regarded by any of our teachers as a mark of genius, but rather of slovenly carelessness. Well has it been said, "A good handwriting is a good trade, and a ready passport to the best positions." If "the pen is mightier than the sword," that pen should be both facile and accurate in painting speech and embodying thought.

English Grammar should teach, according to the old definition, "how to speak and write the English language correctly," and this branch has held its relative importance in our schools during the past year. Not the philosophy or mechanism of our mother tongue is needed, but its *practical use* both in receiving and communicating ideas. Grammar is never to be made primarily a science of mental gymnastics in analyzing and parsing. The tree must bear more serviceable fruit than this, or it deserves to be hewed down and cast out of our public schools. Everything pertaining to the science of the language should be made tributary to the art of expression, assisting the pupils to communicate their thoughts by tongue and pen with propriety and precision.

"*History,*" said Lord Bacon, sententiously and truthfully, "makes men wise," and for this reason it demands a high place in our schedule of studies. There ought to be an *enthusiastic class* in history in every school district in our town. The study of American history is a vast deal more important and practical than higher mathematics. With our large annual influx from foreign lands, we need especially to foster love of country and good citizenship; and therefore the children in our schools should be made to understand and appreciate the founding, progress and growth of liberty in the New World, and in no way will this be so effectually accomplished as by the study of history.

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Vocal Music.—A fair knowledge of music in our schools is in every way desirable, and the voluntary instruction given in the advanced department of district No. 2, was judicious, appreciated by the scholars, and deserves our praise. What a refreshing relief after hard study to join in the singing of some sacred or national song! Music has carried armies to victory, and is our only universal language. Since singing schools have gone out of vogue, would it not be well for every teacher, who is able, to give general instruction in the principles of music at least one-half hour per week, and thus add to the scholars' intellectual wealth one more valuable accomplishment?

Drawing in our schools, which aims at the useful rather than the ornamental, underlies all our mechanical arts. It is thoroughly practical in its bearings, and is an aid to other studies, particularly writing, arithmetic and geography. The relation which it bears to *map drawing* alone renders it invaluable. The beautiful exhibition of geometrical figures and maps of countries drawn on the blackboard with colored crayons by the pupils in one of our schools showed the proficiency which they had attained; and is worthy of imitation, discreetly used, by the other teachers of the town. In the building of our State Capitol, skilled draughtsmen were needed, and good wages offered; but we were obliged to import them largely from foreign lands. There is a growing demand in our manufacturing establishments for those who are skillful in designing fresh and attractive patterns for carpets and dress goods. Our Patent Offices and machine shops are calling loudly for first-class artisans. Shall we still confess our incompetency, and ask Italy, France and Germany to furnish us with skilled laborers; or shall we wisely develop the latent talent found among the pupils in our schools?

A High School is the great educational want of Portland, and our system is headless without it. Scholars in the lower schools would be incited to press forward into the High School as a goal worthy of attainment. Pupils would not then find it necessary to go out of town to complete their preparation for college, or for the purposes of business life. Were all the schools properly graded up to a High School, the same annual appropriation of money, judiciously used, would fully cover the whole expense. In Massachusetts, every town of two thousand inhabitants is required by law to have a High School. Loyalty to our own town of Portland demands that we shall do our part to make Connecticut stand abreast of her sister State in the great interests of education.

Libraries.—The law provides for the payment of the sum of ten dollars to each district raising a like sum for the purchase of books, and five dollars every subsequent year on the same conditions. It gives us pleasure to report that the first district complying with the terms of this offer have added twenty dollars' worth of carefully selected books to their Library. All honor to those who are building our school libraries and carefully preserv-

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ing them. We must supplant the trashy *dime novel* and its *unreal heroes*, with standard and wholesome modern literature, if we would make the labors of the school-room largely advantageous. The character of our scholars has been remembered, we believe, by those who during the past year in our schools have been moulding plastic minds by word and example. We would not recommend stated lectures or platitudinous talks on the cardinal virtues, but opportunities will occur daily, both in the school-room and on the play ground, of inculcating, directly and indirectly, such subjects as honesty, truthfulness, modesty, temperance, courage, kindness, perseverance, frugality, thrift, government of temper, unselfishness, and other duties which aid in forming sterling Christian character.

SALISBURY.—J. H. Hurlburt, Secretary of Board of Visitors.

The general condition of your schools has been greatly improved during the year, and there is cause for encouragement in the future prospect. Yet whatever has been accomplished has been done in the face of a condition of affairs which stand as an effective barrier to that degree of progress which the efforts put forth should produce. The district system is still retained, and although its effects have been greatly modified by a growing public sentiment in favor of a reasonable dealing with school, as with other affairs, yet, in many instances, the fondness for arbitrary action has largely neutralized the efforts we have made for the advancement of the schools. The proposition to change the management of the schools has not been made with a mere desire to have the full control of school affairs placed in the visitors' hands, but with an earnest wish to secure for the children every advantage which modern progress in education has devised. Decided improvement can be looked for, not at the hands of district committees, but at the hands of an earnest, judicious, and experienced School Visitor. In the majority of districts there is an evident desire to second the efforts of your Visitors, and committees are chosen to that end. A sentiment opposed to a change of teachers is growing throughout the town, but has not as yet pervaded many of the smaller districts, where the old struggle over the committeeship is yearly fought, for the purpose of securing the position of teacher for a relative, or for some one who will board with the committee. One of our best teachers is trembling to-day because she has been threatened with dismissal unless she will board with the committee. This district is peculiarly fortunate in securing the services of so faithful and competent an instructor; yet a committee who has no individual interest in the school is only awaiting the end of the term to dismiss her for some inexperienced school girl.

Our new system of teaching, embracing many of the features of the so-called *Quincy method*, with modifications of our own, has met with a success beyond our expectations. To properly

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carry out such a system requires a corps of teachers thoroughly imbued with the spirit of their work, who have been properly instructed and are thoroughly qualified to teach, independently, all the branches required to be taught. A thorough mastery of each subject by the teacher is absolutely required. She must understand that each subject is a system logically arranged and must be as clearly fixed in her mind as study and experience can fix it. Thus fortified she is able to begin her work. In presenting it to her pupils, she must remember that she is dealing with immature minds, slow of comprehension and apt to forget. She must remember that the beginnings of all things are small, and that nothing, however simple, must be omitted which forms a part of the subject. Principles are to be taught and clearly fixed in the mind by illustrations and objects. Mere rote-work is forbidden, and everything mechanical is to be avoided. Instruction must be given by the teacher in her own language, in preference to that of the book; the whole subject must be periodically reviewed and newly presented, until it becomes as familiar as the alphabet. "Line upon line; precept upon precept," with exhaustless patience repeating for the dull and stupid, until all are made to understand. It is better to err on the side of thoroughness than to allow merely superficial work. In the study of English Grammar it is borne in mind that not definitions and rules are alone to be learned, but living forms of language are to be studied and their construction practiced. It must be remembered that the principles of grammar have been deduced from the language as formed, and that the language is not the creature of grammar. Naturally, then, the teacher must take the expressed thought and teach the child from it the process by which the principles of grammar have been deduced. In no branch of learning can the subject be more fully illustrated or more clearly presented. In the study of Arithmetic, the principles which underlie every subject must be thoroughly mastered, and the principles illustrated by copious examples. Rules by this method instinctively present themselves to the mind, not as given in the book, nor as the essential thing to be learned, but only a summary of principles and processes already clearly fixed in the mind. Whatever we teach to others must be taught naturally and logically. Every science had a beginning and a gradual development. This beginning we must seek, and, starting there with the pupil, carry him along the gradual path of its development, enlightening his pathway by whatever it is possible for us to know of the subject, and illustrating every step of his progress by the clearest examples which thought and experience can suggest. We cannot throw too much light upon his path, and after we have thus carefully led him over the way, bring him often to the starting point and see if in the light of his own knowledge he can tread the pathway alone; for this is the only test of perfect work and the assurance that his powers are being developed. This system is peculiarly adapted for the instruction

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of the very young, hence the importance of our primary schools and of primary instruction. Young children are not required to learn things in a manner that calls for any prolonged strain upon the mental powers. Hence the teacher must devise means of communicating knowledge more largely through the medium of objects. Much of the child's work that is mechanical can be prosecuted to better advantage during his early years. The young child can be taught to write, because writing is almost wholly mechanical and imitative. When he has learned to form letters he begins to copy from his reading or other book, and then commences his observation of the forms of words, as he meets them in his reading and writing. This is the true method of learning to spell, as it teaches the child to observe and catch the correct forms of words, and impresses them upon his mind. He never sees, hears, or writes an incorrect form, and consequently falls into no errors which he must subsequently unlearn. His acquaintance with words must be limited, and he must not be required to learn the forms of long and difficult words until he has occasion to use them, and is able by a knowledge of their use to know something of their meaning. Here, thorough and slow work is true progress, while the effort by the old method of learning long columns of detached words, meaningless to the child, discourages effort and hinders improvement. The child's introduction to the study of numbers must be by the same natural and logical method. Simple combinations illustrated by objects are first learned until he becomes familiar with them. When he is learning that 3 and 2 are 5, he must at the same time learn that 3 taken from 5 leaves 2, and 2 from 5 leaves 3. Multiplication must be learned by addition, of which it is a form. All the combinations of the multiplication table were first in the form of repeated addition and were so used until the wants of man extended commerce and intercommunication more widely, when these repeated combinations, being too unwieldy for rapid calculation, were formulated into a table. The child must be taught the combinations of which it is composed, and then he will be able to make his own table and know its meaning. Knowledge of other things, outside the routine, can be communicated, by the same methods, by thoughtful and competent instructors. In this way school and study become pleasing to children, and much of that stupidity and dullness which arises from dislike, acquired by too early forcing, is avoided.

Teachers' Meetings.—As a necessary adjunct to the introduction of our new system, our teachers' meetings have been more largely attended than ever before. New interest has been awakened among the great majority of our teachers, and their eagerness to acquire a knowledge of the new system speaks volumes in its favor. These meetings afford the greatest benefit to the teachers, and, through them, to the pupils of our schools. Most of those who enter upon the work of teaching have themselves been indifferently taught, and, as a consequence, know little

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how to teach others. Most of the teachers examined by your committee have such a slight acquaintance with those elementary principles upon which each branch of knowledge is founded, that they are apt to regard them as of little importance, and, in consequence, a large portion of the pupil's time is wasted in groping darkly through uncertain ways. We have endeavored through the medium of these meetings to supply what is lacking in the early preparation of our teachers for their work, to impress them with the dignity and importance of their calling, and to arouse a spirit of earnestness and enthusiasm, without which no teacher can expect to awaken interest in the student. It would well repay the investment, if the town should allow one school day in each month to the teachers for these meetings, and add a dollar to the pay of each one who would regularly attend them.

TOWNS FROM WHOSE REPORTS EXTRACTS ARE TAKEN.

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Printed Reports were received from the following towns.

Ashford, Bethel. Bridgeport, Bristol, Chatham, Chester, Colchester, Colebrook, Columbia, Cornwall, Coventry, Cromwell, East Hartford, East Haven, Essex, Fairfield, Franklin, Glastonbury, Greenwich, Griswold, Groton, Guilford, Hartford, Killingly, Lebanon, Ledyard, Litchfield, Manchester, Mansfield, Meriden, Middlebury, Milford, Naugatuck, New Britain, New Haven, New London, North Stonington, Norwich, Plymouth, Portland, Seymour, Salisbury, Sharon, Sprague, Stafford, Stonington, Suffield, Vernon, Waterbury, West Hartford, Willington, Winchester, Windham, Windsor, Woodstock. Total 55. (Last year 52.)

Similar Reports from 112 other towns would be acceptable.

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A LIST OF THE BOARDS OF SCHOOL VISITORS,

OR BOARDS OF EDUCATION, IN ALL THE TOWNS OF THE STATE.

This list is prepared from returns received from the several towns. The name of the Chairman of the Board, when known, is placed first, that of the Secretary usually stands second. Acting Visitors are usually designated by a *. The P. O. address is given (in parenthesis) when it differs from the name of the town.

ANDOVER, *R. E. Phelps, Henry Dorrance, C. H. Loomis, Walter Abbey, A. H. Lyman, H. B. Bailey, C. L. Backus, C. B. Stearns.

ASHFORD, *Nelson Hammond, J. D. Gaylord, J. T. Green;—S. E. Paine, (Westford,) H. R. Woodward, (West A.,) G. E. S. Amidon, (East Willington.)

AVON, J. S. Woodford, *Rev. N. J. Seeley, *A. U. Thompson, C. H. Miller;—Rev. P. R. Day and D. D. Derrin, (West A.)

BARKHAMSTED, Sheldon Merrill, *Rev. J. B. Clark;—E. J. Youngs and Daniel Youngs, (Pleasant Valley,) H. C. Brown and F. B. Alvord, (Riverton.)

BEACON FALLS, Buel Buckingham, *D. T. Sanford, J. B. Hubbell.

BERLIN, S. F. Talmadge, *E. C. Woodruff, Francis Deming;—James Roche, Theron Upson and N. D. Taylor, (Kensington.)

BETHANY, *S. G. Davidson, *S. R. Woodward, G. B. Hotchkiss.

BETHEL, G. M. Lyon, *Rev. G. F. Waters, Rev. W. Brown, C. H. Benedict, T. G. Barnum, *A. L. Baldwin.

BETHLEHEM, F. S. Curtis, *M. S. Todd, G. C. Stone, S. P. Hayes, M. E. Beecher, *W. R. Harrison.

BLOOMFIELD, Rev. W. A. Hallock, *Dr. Henry Gray, J. C. Capen, F. G. Barber, W. J. Gabb, F. E. Burr, N. F. Miller, John Wilcox, L. J. Filley.

BOLTON, E. D. Alvord, *Dr. C. F. Sumner, Orlando Sperry, A. K. White, N. S. Maine:—Rev. C. Hammond, (Quarryville.)

BOZRAH, C. A. Gager, *Rev. F. E. Fellows;—A. D. Herrick, (Bozrahville.)

BRANFORD, *Rev. Dr. Henry Olmstead, Wm. Regan, John Spencer, Daniel O'Brien, J. W. Lay, M. K. Northam, T. S. McDermott, T. F. Hammer, Roger Hall, R. Bartholomew, H. Z. Nichols, James Mack.

BRIDGEPORT, (All A. V.) J. S. Hanover, F. W. Zingsem, (Vice Pres.,) E. W. Marsh, Dr. A. H. Abernethy, Rev. T. J. Synnott, E. F. Strong, David Ginand, Geo. N. French, Nathaniel Wheeler, James Staples, P. W. Wren, Geo. C. Waldo;—H. M. Harrington, Superintendent.

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BRIDGEWATER, Peter Wooster, *Eli Sturdevant, H. N. Sanford, Burr Mallett, A. H. Gillette, Dr. F. E. King.

BRISTOL, *Rev. Dr. L. Griggs, B. F. Hawley, Rev. D. DeWolf, Rev. M. B. Roddan, Gad Norton;—Anson Bingham, (Forestville.)

BROOKFIELD, *Rev. A. C. Pierce, *Rev. E. L. Whitcomb and Geo. C. Jones, (all B. Centre,) E. M. Hawley and A. H. Taylor, (Hawleyville,) B. T. Jackson.

BROOKLYN, Willard Day, *Frank Day and H. H. Green, (all Danielsonville,) *Rev. E. S. Beard, J. B. Stetson, Dr. A. H. Tanner.

BURLINGTON, *Romeo Elton, *Rev. L. Warner, *S. A. Keeney, Samuel Russell;—*L. B. Pond, (Unionville.) Rev. B. O. Sheridan, (Collinsville.)

CANAAN, (Falls Village P. O.,) *Rev. F. J. Belcher, *Dr. C. B. Maltbie, *Rev. D. M. Moore, D. E. Dean, M. H. Dean;—E. B. Gillett, (Huntsville.)

CANTERBURY, A. C. Green, (Westminster.) *George Sanger, C. B. Hicks, W. S. Adams;—Henry Kendall and C. S. Burlingame, (Brooklyn,) J. H. Peck and Oscar Peck, (Hanover), Nathan Allen, (Westminster.)

CANTON, Rev. D. B. Hubbard, (C. Centre,) *W. W. Bidwell and D. C. Holbrook, (Collinsville,) B. O. Higley, Geo. J. Case;—Burton Case, (C. Centre.)

CHAPLIN, Rev. C. E. Griggs, *Rev. F. Williams, Joseph Foster, W. N. Webster, Lester Bill;—P. L. Peck (North Windham.)

CHATHAM, *Rev. P. A. Chapman, (Middle Haddam,) *H. D. Chapman, *Rev. J. S. Ives, A. H. Conklin, J. C. Shepard, (all East Hampton,) Rev. D. Denison, Theodore Shepard, D. S. Strong and J. A. Carrier, (all Middle Haddam.)

CHESHIRE, C. T. Hotchkiss, (West C.,) *Geo. R. Johnson, *J. H. French, J. N. Humiston, F. N. Hall, J. P. Beach.

CHESTER, Dr. A. Pratt, *Dr. S. W. Turner, W. F. Wilcox.

CLINTON, L. E. Wood, A. H. Stevens, *Geo. E. Elliott, *J. A. Stanton, J. A. Spencer, W. H. Kelsey, E. E. Wright, J. L. Davis, J. B. Wright, W. J. Brooks, F. A. Sturges, H. L. Wellman.

COLCHESTER, Dr. R. R. Carrington, *Rev. S. G. Willard, A. A. Baker, Rev. B. W. Bray;—*D. S. Bigelow, (Westchester,) Demas Carrier, (North Westchester.)

COLEBROOK, L. D. Benham, *J. A. Moore and J. A. Deming, (all Robertsville,) *S. A. Cooper, L. O. Bass, O. W. Oles;—R. D. Baldwin, Jas. McCaffrey and W. G. Kinney, (C. River.)

COLUMBIA, C. E. Little, *W. H. Yeomans, Rev. F. D. Avery, N. K. Holbrook, N. H. Clark, Joseph Hutchins.

CORNWALL, J. T. Andrews;—*M. S. Nickerson, *L. J. Nickerson, Rev. C. N. Fitch and A. D. Warner, (all West C.,) *W. F. Harrison, (C. Bridge.)

COVENTRY, (all A. V.) W. S. Hawkins, (Willimantic,) C. W. Lee, Dr. M. B. Bennett, John Brown;—F. S. Sweet, (Willimantic), A. B. Kingsbury, (South C.)

CROMWELL, Albert Dowd, *Rev. H. S. Stevens, W. A. Stickney, S. P. Polly, W. E. Hulbert, H. A. Ely.

DANBURY, W. F. Taylor, *A. B. Holley, *Rev. A. C. Hubbard, Rev. J. W. Hubbell, Rev. M. P. Lawlor, Dr. W. C. Bennett.

DARIEN, Chas. Brown, *Rev. L. French, *Rev. B. F. Bradford, W. H. Bates, W. E. Street, John Hilton, C. A. Bates, James Curzon, James Selleck.

DERBY, *John Lindley, (Ansonia,) G. H. Peck, *J. L. Peck and *Rev. O. Witherspoon, (all Birmingham), J. M. Whitlock, J. H. Whiting and Rev. H. T. Brady, (all Ansonia,) C. N. Rogers.

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DURHAM, †Rev. W. C. Fowler, (D. Center), *N. H. Parsons, A. P. Roberts;—J. E. Francis, S. W. Loper and J. E. Bailey, (all D. Centre.)

EASTFORD, Rev. C. M. Jones, *S. O. Bowen, E. W. Warren, C. E. Barrows;—S. A. Wheaton and H. P. Bullard, (Phœnixville.)

EAST GRANBY, W. H. Gay;—*Rev. C. Chamberlain, (Tariffville,) H. L. Clark, B. E. Smith, R. H. Phelps;—James Viets, (Copper Hill.)

EAST HADDAM, (all A. V.) Rev. S. McCall;—W. C. Greene, (Moodus,) Rev. Geo. H. Rumney, N. W. Rathbone;—Rev. H. E. Hart, (Hadlyme,) E. E. Johnson, (Johnsonville.)

EAST HARTFORD, Patrick Garvan, F. R. Childs, *J. O. Goodwin, Elijah Ackley, Rev. J. T. McMahon, A. E. Olmsted.

EAST HAVEN, (all A. V.) H. B. Forbes, (South Haven,) Rev. E. E. Hall and L. P. Deming, (Fair Haven,) Edward Allen, G. J. Tuttle, S. W. F. Andrews.

EAST LYME, Dr. Daniel Calkins, *E. L. Beckwith;—A. E. S. Bush, Charles Babcock, Geo. Huntley and Dr. Elisha Munger, (Niantic.)

EASTON, W. H. Grumman;—Chauncey McCartney, (Stepney,) J. A. Wheeler, C. F. Silliman, E. K. Freeborn, C. H. Rowell.

EAST WINDSOR, *J. S. Allen, (Broad Brook,) *O. S. Wood (Windsorville,) J. F. Fitts, J. B. Noble, S. T. Wells, Geo. S. Phelps;—M. H. Bancroft, Rev. E. Goodridge and S. C. Bartlett, (Ware House Point.)

ELLINGTON, Robert Patton, *Sylvester Morris, *E. B. Kibbe, H. K. Warner, C. B. Sykes, Edwin Talcott, Dr. J. A. Warren;—D. F. Lull, (Rockville), H. C. Aborn, (Square Pond.)

ENFIELD, Rev. D. P. Sanford, F. A. King, Dr. E. F. Parsons, Rev. C. L. McCracken, Chester Johnson, Rev. John Howson (all Thompsonville,) Edward Prickett and John Law, (Hazardville,) *J. N. Allen.

ESSEX, *Giles Potter, Dr. C. H. Hubbard, *F. A. Tiffany, Edwin Pratt, Thos. Chrystal, A. M. Wright, J. P. Southworth, A. L. Gladwin;—S. M. Pratt and Lorenzo Beckwith, (Centre Brook), L. D. Webber and R. Griswold, (Ivoryton.)

FAIRFIELD, Samuel Morehouse, Rev. J. K. Lombard, J. J. Jones;—Rev. John Warren, (Bridgeport;) J. F. Jennings, (Southport,) Dr. M. V. B. Dunham, (Greenfield Hill.)

FARMINGTON, *Rev. T. K. Fessenden, Julius Gay, Edward Norton, C. L. Whitman, *Thomas Cowles, Jr.;—*Rev. T. E. Davies, Samuel Frisbie, Rev. J. A. Smith and Geo. W. Allen, (Unionville.)

FRANKLIN, H. W. Kingsley, G. H. Griffing, A. A. Armstrong;—G. L. Ladd and A. W. Hillard, (North F.,) Henry Bellows, (Baltic.)

GLASTONBURY, Rev. W. S. Wright;—Jno. W. Hubbard and A. A. Babcock, (South G.,) N. W. French, W. H. Griswold;—Edwin Crosby, (East G.,) Rev. A. Gardner, (Buckingham.)

GOSHEN, Henry Norton;—*M. D. F. Smith and John Barton, Jr., (West G.,) Lyman Hall, S. A. Bartholomew, J. H. Wadhams.

GRANBY, *Lucien Reed, (West G.,) *Rev. J. B. Cleveland, W. L. Hayes, F. J. Jewett, L. C. Spring, H. G. Viets;—B. B. Alling, (West G.,) A. L. Holcomb and A. L. Loveland, North G.)

GREENWICH, (all A. V.) A. A. Marks, (Sound Beach,) M. L. Mason, Dr. J. H. Brush, T. H. Delano;—Dr. J. L. Marshall, (Mianus,) Wm. S. Craft, (Glenville.)

† Deceased.

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GRISWOLD, E. C. Keigwin, (Jewett City,) *J. D. Eccleston, B. C. Keigwin, Alex. Lewis and Geo. Boardman, (all Glasko,) Geo. J. Holmes and J. H. Finn, (Jewett City,) J. E. Leonard, D. R. Keigwin.

GROTON, (all A. V.) Rev. N. T. Allen; —S. S. Lamb and Warren Haley, (Mystic,) W. H. Potter and Rev. J. D. S. Pardee, (Mystic River,) D. A. Daboll, Jr., (Centre G.)

GUILFORD, A. B. Palmer, *Rev. G. W. Banks, Charles Griswold, Dr. F. P. Griswold, J. S. Benton, G. B. Spencer;—*J. R. Rossiter and E. W. Rossiter, (North G.,) R. M. Leete, (Leete's Island.)

HADDAM, J. H. Russell, *S. W. Shailer, Isaac Arnold, Orrin Shailer, Dr. M. C.. Hazen;—Dr. S. B. Bailey and E. P. Arnold, (Higganum,) G. M. Clark, (H. Neck,) A. W. Tyler, (Tylerville.)

HAMDEN, N. B. Mix;—*Rev. R. C. Bell, *L. A. Dickerman, J. H. Dickerman and Andrew McKeon, (Mt. Carmel,) J. H. Webb, E. W. Potter and Silas Benham, (New Haven,) Elias Dickerman, (Whitneyville.)

HAMPTON, David Greenslit, *Dr. Charles Gardiner, Asa Kimball, E. H. Newton, E. S. Fuller, Henry Clapp, J. W. Congdon, A. J. Greenslit, H. C. Snow.

HARTFORD, Dr. David Crary, J. R. Buck, *J. H. Brocklesby, Rev. J. H. Twichell, Dr. M. Storrs, Dr. G. W. Russell, Hawley Kellogg, C. J. Cole, M. R. West.

HARTLAND, *H. L. Wilcox, (Clerk,) and T. E. Williams, (West H.,) *Rev. M. Knight, E. A. Collins and A. B. Gaines, (East H.)

HARWINTON, Geo. W. Dains, (E. Litchfield,) *M. L. Goodwin, E. M. Hayes, H. D. Reynolds, C. L. Barber, Martin Cook.

HEBRON, Dr. C. H. Pendleton, *L. A. Waldo, *Rev. J. W. Ellsworth, Rev. A. Sharp, G. M. Porter, F. C. Bissell, E. J. Wilcox, D. N. Jones;—*Rev. J. A. Mack, (Gilead.)

HUNTINGTON, Dr. G. A. Shelton, *Horace Wheeler, *D. S. Brinsmade and G. M. Wakelee, (all Birmingham,) L. B. Gray, (Monroe,) E. S. Hawley.

KENT, (all A. V.) John Chase (South K.,) G. A. Vincent, Rev. T. D. Barclay, Rev. I. C. Sturges, W. O. Page;—I. J. Beardsley, (New Preston.)

KILLINGLY, Anthony Ames, C. P. Blackmar, M. P. Dowe and T. W. Greenslit, (all Danielsonville,) Dr. E. A. Hill and H. C. Columbus (East K.,) C. H. Wright, (South K.,) Dr. A. E. Darling, Rev. E. S. Huntress.

KILLINGWORTH, *W. E. Griswold, *L. L. Nettleton, C. D. Kelsey.

LEBANON (all A. V.) Rev. O. D. Hine, G. D. Spencer, Isaac Gillette, D. H. McCall;—E. S. Hinckley and F. A. Abell, (Liberty Hill.)

LEDYARD, Wm. J. Brown, (Mystic,) *T. A. Avery, (Gales Ferry,) Rev. C. Cutting, W. T. Cook, I. G. Geer, Russell Gallup, Geo. Fanning;—A. Z. Brown and C. M. Gallup, (Mystic.)

LISBON, A. A. Hills, *Henry Lyon and J. F. Hewitt, (all Greeneville,) C. J. Bromley and Geo. A. Ross, (Jewett City,) E. C. Strong.

LITCHFIELD, Rev. S. O. Seymour, D. C. Kilbourn, E. B. Kellogg;—E. H. Wright, (Milton,) T. L. Jennings, (Bantam Falls,) F. S. Porter, (Northfield.)

LYME, Rev. Dr. E. F. Burr, Rev. B. B. Hopkinson, J. R. Sterling;—H. B. Sisson and Dr. J. G. Ely, (Hamburgh,) Wm. C. Spencer, (Hadlyme.)

MADISON, Wm. S. Hull, *Rev. J. A. Gallup, J. H. Meigs, Nathan Howell, F. A. Kelsey;—J. P. Hopson, (North M.)

MANCHESTER, *Rev. S. W. Robbins, *Dr. O. B. Taylor;—*Rev. N. J. Squires, Rev. J. F. Campbell and J. B. Latham, (North M.,) Dr. C. W. Jacques, (Buckland.)

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MANSFIELD, Dr. E. G. Sumner, *Rev. K. B. Glidden and S. D. Yeomans, (M. Centre,) *Rev. A. J. Chaplin and Samuel Hovey, (Spring Hill,) Henry Huntington, (M. Depot,) J. O. Freeman, Rev. N. Beach;—Charles Spafford, (North Windham.)

MARLBOROUGH, *Rev. J. J. Bell, *John Lord, A. B. Latham, Horatio Bolles, Alfred Haling, E. C. Warner.

MERIDEN, Dr. C. H. S. Davis, *Rev. J. H. Chapin, *Edward Miller, Jr., Geo. R. Curtis, L. L. Sawyer;—R. H. Curtis, H. W. Hirschfield, Rev. J. T. Pettee and F. D. Proudman, (West M.)

MIDDLEBURY, Levings Abbott, *H. W. Munson, Geo. B. Bristol, C. H. Lum, J. C. Scoville;—Geo. O. Ellis, (Naugatuck.)

MIDDLEFIELD, Charles Hubbard, *Rev. A. C. Denison, P. M. Augur, M. W. Terrill, J. O. Couch, W. P. Hall.

MIDDLETOWN, S. A. Robinson, A. O. Smith, Geo. W. Guy, J. M. Hubbard, H. H. Wilcox, M. W. Wilcox.

(City District,) R. G. Pike, W. U. Pearne, *Rev. C. L. Loomis, S. A. Robinson, S. B. Davis, Dr. Rufus Baker, Geo. H. Hulbert, Edward Paddock, E. B. Birdsey.

MILFORD, *N. E. Smith, C. A. Tomlinson, *Rev. G. H. Griffin, *I. T. Rogers, J. T. Burns, C. W. Baldwin, Wm. Brotherton, C. F. Bosworth, H. N. Platt, A. A. Baldwin, Geo. M. Gunn, W. G. Mitchell.

MONROE, F. M. Cargill;—*C. S. French and *E. L. Staples, (Stepney Depot.)

MONTVILLE, M. V. B. Brainard, *David Alexander, J. S. Latimer, D. C. Comstock, *D. D. Lyon;—Rev. Geo. H. Lester, (Chesterfield,) *J. R. Gay, 2d, C. L. Ramage and H. A. Smith, (Uncasville.)

MORRIS, *S. W. S. Skilton;—Dwight Griswold, (West M.,) C. S. Loveland, Wm. H. Farnham, S. M. Ensign, C. H. Randall.

NAUGATUCK, Geo. M. Allerton, *Rev. S. C. Leonard, *Rev. James Fagan, *Rev. E. R. Brown, *Rev. John Dixon, B. A. Peck.

NEW BRITAIN, J. N. Bartlett, *Rev. G. H. Miner, *H. E. Sawyer, *Ambrose Beatty, W. L. Humason, Bernard Ward, C. Buckhardt, John Walsh, †F. H. Churchill, J. A. Traut, F. Hipp.

NEW CANAAN, Dr. Wm. G. Brownson, *Rev. Jos. Greenleaf, L. M. Monroe, Edwin Hoyt, Wm. E. Husted, B. D. Purdy.

NEW FAIRFIELD, Geo. W. Wheeler, *H. H. Wildman, H. O. Leach, Alex. Turner;—A. B. Brush and J. J. Treadwell, (Danbury.)

NEW HARTFORD, *Rev. F. H. Adams;—*N. B. Merrill, (Nepaug,) Rev. R. H. Bowles, L. C. Evarts, John Richards;—H. B. Kellogg, (Pine Meadow.)

NEW HAVEN, (City District,) H. M. Welch, Samuel Hemingway, A. D. Osborne, Maier Zunder, N. T. Bushnell, Patrick Maher, J. J. Sweeney, Joseph Gile, H. F. Peck. Horace Day, Secretary; A. Parish, Superintendent.

(Westville District and P. O.,) E. P. Merriman, H. L. Hotchkiss, *L. W. Beecher, D. G. Mitchell, J. D. Payne, J. N. Austin, W. C. Burgess, F. E. Clark, Geo. L. Finney.

NEWINGTON, C. K. Atwood;—*J. G. Stoddard, (N. Junction,) J. S. Kirkham, Roger Welles, S. A. Steele, E. M. Steele.

NEW LONDON, Wm. H. Chapman, *Ralph Wheeler, Benj. Stark, Newton Fuller, Geo. E. Starr, Wm. M. Tobey, Walter Learned, F. N. Braman, A. H. Chappell.

NEW MILFORD, A. N. Baldwin, (Northville,) *C. A. Todd, *A. H. Bowers, P. N. Hall, George Northrop, E. S. Greene, E. F. Morehouse, C. N. Hall;—*Scott Buckingham, (Northville.)

† Deceased.

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NEWTOWN, S. B. Wheeler;—C. M. Parsons, Fred. B. Chambers, Dr. W. C. Nile and D. G. Beers, (Sandy Hook,) J. F. McCarthy.

NORFOLK, Rev. J. F. Gleason, *Riley Stillman, *H. B. Knapp, *S. D. Northway, S. A. Palmer, A. R. Collar, F. E. Porter, Salmon Swift, Miss L. P. Stevens.

NORTH BRANFORD, Charles Foote, Wm. Maltby and H. N. Pardee, (all Northford), *Dr. W. Campbell, Rev. D. N. Prentice, Charles Page.

NORTH CANAAN, M. B. Tobey, (C. Valley.) *A. T. Roraback, Charles Gillette and D. L. Freeman. (Canaan,) *C. H. Briggs, (C. Valley,) E. S. Roberts, (East C.)

NORTH HAVEN, A. F. Austin, *O. H. D. Fowler, S. B. Thorpe, G. W. Smith, J. B. Goodsell, E. L. Linsley;—W. B. Hemingway, (Montowese,) J. F. Brockett, (Mt. Carmel.) O. S. Todd, (Clintonville.)

NORTH STONINGTON, J. L. York;—F. W. Collins, (Clarks Falls,) E. H. Knowles.

NORWALK, Edwin Adams, (South N.,) *J. W. Wilson, *Rev. C. M. Selleck, Rev. J. A. Hamilton, Wm. R. Smith, Ira Cole;—*J. J. Millard, Nelson Taylor and Dr. M. B. Pardee, (South N.)

NORWICH, Rev. R. P. Stanton, *J. W. Crary, B. W. Hyde, Rev. W. S. Palmer, C. H. Talcott, P. J. O'Connor;—Rev. Dr. H. P. Arms and G. G. Pitcher (N. Town), Geo. R. Hyde, (Yantic.)

(Town Street District,) Rev. Dr. H. P. Arms, (N. Town,) J. S. Lathrop, L. A. Hyde, Edward Harland;—Wm. R. Potter, G. G. Pitcher, Geo. McClellan, Wm. B. Lathrop and P. O. Mahoney, (N. Town.)

(Central District,) Rev. W. S. Palmer, Costello Lippitt, E. R. Thompson, Wm. Hutchison, C. F. Setchell, C. H. Dillaby, W. G. Abbott, B. P. Learned, Dr. P. Cassidy. N. L. Bishop, Superintendent.

(West Chelsea District, Norwich P. O.,) Robert Brown, *P. W. Bruce, *A. R. Aborn, Roscoe Huntington, J. P. Murphy, Wm. R. Cowan, D. W. Perkins, Geo. C. Bills, S. F. Whaley.

OLD LYME, (Lyme P. O.,) J. M. Huntley, B. F. Swaney, *Rev. W. B. Cary, C. L. Morley, E. C. Smyth;—R. M. Champion, (South L.)

OLD SAYBROOK, (Saybrook P. O.,) Edwin Ayer, *Wm. J. Clark, *Geo. W. Denison, Robert Chapman;—Joseph Kellogg, S. Point (one vacancy.)

ORANGE, Dr. J. M. Aimes, (Woodmont,) *Rev. E. W. Worthington, Dr. J. F. Barnett and C. K. Bush, (all West Haven,) *I. P. Treat, James Walker.

OXFORD, N. J. Wilcoxson, *Dr. Lewis Barnes, O. C. Osborn, John Harger, C. E. Lum, Samuel Hawkins.

PLAINFIELD, Dr. W. A. Lewis, (Moosup,) *Rev. S. H. Fellows and W. H. H. Leavens, (Wauregan,) *Rev. A. H. Wilcox, *W. Tillinghast, Rev. L. Burleigh;—*W. I. Hyde, Rev. J. A. Creedon and Stephen Hall, (Moosup.)

PLAINVILLE, Hiram Carter, *J. S. Corban, Rev. A. E. Denison, Rev. Alex. Hall, M. A. Nickerson, John Kennedy.

PLYMOUTH, A. P. Fenn, *L. D. Baldwin, E. M. Talmadge, A. W. Welton;—Rev. L. S. Griggs, N. T. Baldwin, R. D. H. Allen, W. W. Clemence and T. B. McNamara, (Terryville.)

POMFRET, I. P. Briggs;—S. S. Cotton, (P. Landing,) E. P. Mathewson, Dr. L. Williams;—E. P. Hayward, (P. Centre,) C. P. Grosvenor, (Abington,) J. W. Clapp and P. T. Kingsbury, (Elliott.)

PORTLAND, *Dr. C. A. Sears;—*W. S. Strickland and C. H. White, (Gildersleeve's Landing,) *Rev. J. S. Bayne, F. A. Parker, Geo. B. Cleveland, F. D. Harriman, Dennis Desmon;—Geo. Penfield, (Cobalt.)

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PRESTON, Aaron Lucas, (Poquetannock,) W. E. Hiscox, (Norwich,) M. S. Hewitt.

PROSPECT, *B. B. Brown, *Rev. Wm. H. Phipps, H. N. Clark, Wm. E. Clark, Minor Blackman.

PUTNAM, S. H. Seward, *Rev. B. F. Bronson, *Rev. W. F. Bielby, D. S. Skinner, Dr. J. B. Kent, S. G. Thurber.

READING, A. B. Hill, (Georgetown,) *W. E. Duncomb;—*Rev. X. A. Welton, (R. Ridge.)

RIDGEFIELD, A. Y. Paddock, *Rev. L. W. Abbott, Dr. D. L. Adams, E. H. Smith, C. B. Northrop, S. J. Barlow, L. E. Smith, Rev. F. A. Henry, D. S. Sholes.

ROCKY HILL, A. D. Griswold, *W. G. Robbins, Samuel Ashwell, E. S. Belden, J. H. Warner, E. N. Warner.

ROXBURY, Rev. W. C. Cooley, *Charles Sanford, C. E. Prindle, Geo. P. Leavenworth, R. R. Davidson;—C. L. Hodge, (R. Station.)

SALEM, *D. H. Seaman, *N. E. Miner, C. T. Williams, A. O. Gallup, J. H. Beebe, N. N. Williams.

SALISBURY, Geo. B. Burrall, (Lakeville,) *Rev. C. L. Kitchel;—*Dwight Allyn, (Sheffield, Mass.,) J. H. Hurlburt, (Lime Rock,) H. P. Harris, (Ore Hill,) Rev. H. J. Lynch, (Lakeville.)

SAYBROOK, (Deep River P. O.,) G. S. Hefflon, *A. D. Platt, *D. S. Spencer, F. L'Hommedieu, L. J. Platt, D. M. Tyler, J. C. Fargo, J. L. Lamb, H. R. Denison, Charles Jennings, H. C. Kingsley, *D. S. Southworth.

SCOTLAND, A. W. Maine, *Rev. A. A. Hurd, Abner Robinson, W. M. Burnham, Caleb Anthony, Jr., Kendrick Douglass.

SEYMOUR, Nathan Holbrook, (Ansonia,) *W. C. Sharpe, *Dr. J. Kendall, H. P. Day, Carlos French, S. H. Canfield, David Tucker, L. A. Camp;—W. R. Tomlinson, Ansonia.)

SHARON, Geo. A. Kelsey, (S. Valley,) *Rev. P. H. Whaley, R. E. Goodwin, A. C. Woodward, H. C. Rowley, T. L. Chase.

SHERMAN, Mills Hungerford, *Dr. J. N. Woodruff, *Rev. E. P. Herrick, T. C. Rogers, Geo. A. Barnes and four others.

SIMSBURY, Seymour Pettibone, (Weatogue,) D. B. M'Lean, J. B. M'Lean, A. G. Case;—H. W. Ensign, (Weatogue,) Dr. Geo. W. Sanford, (Tariffville.)

SOMERS, Dr. Wm. B. Woods, *L. W. Percival, Rev. C. H. Gleason, C. M. Haven, A. F. Kibbe;—Rev. C. L. Ayer, (Somersville.)

SOUTHBURY, *G. T. Pierce, (South Britain,) *C. S. Brown, Hermon Perry;—Ezra Pierce, D. F. Pierce and A. B. Canfield, (South Britain.)

SOUTHINGTON, Stephen Walkley, (Plantsville,) *Dr. J. H. Osborne, F. D. Whittlesey;—*A. F. Barnes, (Marion,) S. W. Green and G. F. Kilbourn, (Plantsville.)

SOUTH WINDSOR, Job L. Higley, *Rev. G. A. Bowman, C. M. Newberry;—*Rev. C. N. Flanders, B. A. Grant and C. C. Vinton, (Wapping.)

SPRAGUE, (Baltic P. O.,) *Nathan Geer, *J. F. Starkweather, Dr. M. K. Brewer, Dr. T. I. Stanton, Wm. A. Green;—T. K. Peck, (Hanover.)

STAFFORD, Rev. F. L. Batchelder, *Rev. G. V. Maxham;—*Z. W. Ellis and D. E. Whiton, (West S.,) W. R. Small and J. O. Booth, (S. Springs.)

STAMFORD, Eleazar Porter, *Dr. L. R. Hurlburt, F. A. Marden, Robert Swartwout, Geo. H. Hoyt, Samuel Roberts, N. R. Hart, Radcliff Hudson;—Geo. B. Christison, (Long Ridge.)

STERLING, H. D. Dixon;—*A. A. Stanton, (Ekonk,) J. A. B. Douglass, Albert Frink;—N. J. Wood and G. C. Brown, (North S.)

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STONINGTON, S. B. Wheeler, (Mystic,) C. H. Babcock and *C. H. Hinckley, (Westerly, R. I.,) *Rev. J. A. Dean, (Mystic,) *J. S. Anderson;—*Geo. F. Coats, (North S.)

STRATFORD, F. J. Beardsley, *Albert Wilcoxson, P. P. Curtis, Morton Beardsley;—S. O. Canfield and James Bounds, (West S.)

SUFFIELD, *Rev. C. Willett, *C. H. Fuller, Rev. S. G. Chandler, Geo. F. Kendall;—*J. B. Rose and Rev. E. Stone, (West S.)

THOMASTON, A. P. Bradstreet, *G. A. Stoughton, *Rev. H. Q. Judd, *A. W. Smith, Dr. R. S. Goodwin, Dr. A. G. Heaney, Rev. E. Gaffney, Geo. B. Pierpont, Rev. Thomas S. Ockford.

THOMPSON, (All A. V.,) Abiel Converse, Stephen Ballard, Rev. N. J. Pinkham.

TOLLAND, Rev. C. N. Seymour, *Wm. C. Ladd, S. H. Brown, A. L. Benton, F. P. Dickinson, Charles Young.

TORRINGTON, Rev. Dr. L. Perrin, *Rev. H. M. Sherman, Rev. P. Duggan, *Dr. J. H. Gamwell, *A. F. Miner;—*R. C. Barber, (Burrville.)

TRUMBULL, Rev. Geo. P. Torrence, (Long Hill,) *Rev. N. T. Merwin, C. B. Sherwood, F. N. Burr;—J. W. Drew and C. J. Thorpe, (Bridgeport.)

UNION, S. W. Moore, *S. W. Newell, Rev. Geo. Curtiss, C. L. Ormsbee;—M. P. J. Walker, (Stafford Springs,) M. G. Moore, (Staffordville.)

VERNON, Francis Keeney, *G. W. West, Dr. S. G. Risley, George Sykes, (all Rockville,) *H. F. Parker and J. S. Dobson, (V. Depot.)

VOLUNTOWN, J. N. Lewis, A. E. Bitgood, Dr. C. O. Maine, Ezra Briggs, J. E. Green;—W. B. Ray, (Pendleton Hill.)

WALLINGFORD, H. S. Hall, *H. L. Hall, C. D. Yale, Rev. J. E. Wildman, E. M. Judd, (one vacancy.)

WARREN, *N. B. Strong, (Clerk,) D. A. Young, R. Megher, B. E. Carter, Wm. F. Curtiss, Edward Carter.

WASHINGTON, Ralph Buckingham, (Marbledale,) *Earle Buckingham, Orestes Hickox, C. N. Beach;—*G. C. Whittlesey, (New Preston,) Geo. T. Sperry, (Marbledale.)

WATERBURY, H. F. Bassett, *E. A. Lum, *Dr. E. L. Griggs, Rev. F. T. Russell, Rev. L. Walsh, Rev. J. O'R. Sheridan, D. F. Webster, Dr. J. J. Neville, A. S. Blake.

(Centre District,) *T. I. Driggs, *Rev. L. Walsh, Rev. Dr. J. Anderson, Michael Donohue, *H. R. Morrill, J. W. Webster, *H. F. Bassett. M. S. Crosby, Superintendent.

WATERFORD, (all A. V.,) E. S. Chester, (New London,) J. W. Manwaring, A. H. Lamphere, F. L. Comstock;—E. J. Hempstead, (New London,) L. A. Comstock, (Montville.)

WATERTOWN, *Rev. James Stoddard, *T. P. Baldwin, *Rev. S. K. Smith, *Dr. W. S. Munger, F. N. Woodruff, C. W. Bidwell.

WESTBROOK, J. H. DeWolf, *D. A. Wright, *B. F. Bushnell, E. A. Hill, Geo. C. Moore, G. A. Post.

WEST HARTFORD, Samuel Whitman;—*Henry Talcott, (Elmwood,) Rev. M. N. Morris, Rev. F. S. Hatch, Franklin Sisson;—S. J. Bestor, (Hartford.)

WESTON, A. S. Jarvis, D. L. Rowland, *E. C. Jauncey, Lester Fanton;—J. R. Nichols, (Bridgeport,) one vacancy.

WESTPORT, Rev. W. J. Jennings, (Greens Farms,) *Rev. A. N. Lewis, *Wm. C. Hull, T. D. Elwood, Rev. Wm. Hart;—J. S. Sherwood, (Southport.)

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WETHERSFIELD, John Welles, *M. S. Griswold, R. A. Robbins, Wm. Talcott, H. A. Deming;—L. W. Adams, (South W.)

WILLINGTON, (all A. V.,) Rev. C. W. Potter;—L. W. Holt, (East W.,) Rev. E. Colton.

WILTON, (all A. V.,) Harvey Bedient;—J. B. Hurlbutt, (Norwalk,) Wm. Sturges, S. E. Ogden, D. G. Betts;—J. T. Hubbell, (Cannon's Station.)

WINCHESTER, Rev. A. Goodenough;—Geo. M. Carrington and H. H. Drake, (W. Winsted,) *M. N. Griswold, *C. A. Bristol and T. M. Clark, (Winsted.)

WINDHAM, *J. M. Johnson;—Geo. W. Melony, *J. D. Wheeler, M. L. Tryon, H. W. Avery, Rev. Fl. DeBruycker, Wm. C. Jillson, J. L. Hunter, (all Willimantic except Mr. Johnson,) E. H. Holmes, Jr., (South W.)

WINDSOR, E. S. Clapp, *Rev. R. H. Tuttle, Rev. G. C. Wilson;—E. S. Brown and T. F. Tracy, (Poquonock,) W. L. Bidwell, (Rainbow.)

WINDSOR LOCKS, J. R. Montgomery, *J. B. Douglass, *Rev. J. S. Vinton, J. M. Tate, J. W. Coogan, John Abbe.

WOLCOTT, Henry Minor;—*J. R. S. Todd, (Waterbury,) Elihu Moulthrop, H. B. Carter, A. N. Lane, Rufus Norton.

WOODBRIDGE, (Westville P. O.,) Wm. H. Warner, H. F. Merwin, *Rev. S. P. Marvin, I. P. Doolittle, E. L. Sperry, S. J. Baldwin.

WOODBURY, Dr. H. W. Shove, *W. J. Clark, Rev. J. L. R. Wyckoff, D. C. Somers, James Huntington, George Brown;—C. H. Percy, (Hotchkissville,) N. B. Burton and R. B. Judson, (Minortown.)

WOODSTOCK, W. W. Webber;—*L. J. Wells and Norton Randall, (South W.,) *N. E. Morse and G. W. Child, (East W.,) E. Bishop, (North W.,) *P. S. Butler, J. M. Perrin and O. Fisher, (West W.)

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PUBLIC ACTS RELATING TO EDUCATION,

Passed January Session, 1880.

CHAPTER VII.

RELATING TO PUBLIC LIBRARIES.

Section sixteen, chapter two, title seven of the general statutes is amended by inserting after the word "increase," in the fifth line thereof, the following words: "or for the maintenance and increase of any free public library established therein for the use of its inhabitants," so that the section as amended shall read as follows:

Any town, borough, or city may appropriate not exceeding one dollar for each of its taxable polls in the year next preceding that in which such appropriation is made, for the foundation of any public library therein, and for suitable buildings or rooms therefor; and may also appropriate annually for its maintenance and increase, or for the maintenance and increase of any free public library established therein for the use of its inhabitants, not exceeding fifty cents for each of its taxable polls, in the year next preceding; and may receive, hold, and manage any devise, bequest, or donation for the establishment, increase, or maintenance of a public library within the same.

CHAPTER X.

THE COMPENSATION OF SCHOOL VISITORS.

SECTION 1. Acting school visitors shall receive two dollars a day, each, for the time actually employed in the performance of their duties, and like proportion for parts of days, and such

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further compensation as their respective towns may fix at an annual meeting.

SEC. 2. All acts inconsistent with this act are hereby repealed, and this act shall take effect on the first Monday of October, 1880.

CHAPTER XVI.

Public schools shall be maintained for at least thirty-six weeks in each year in every school district in which the number of persons between four and sixteen years of age at the last preceding enumeration was one hundred and ten, or more; and no town shall receive any money from the state treasury for any such district unless the school therein has been kept during the time required by this act.

CHAPTER XVII.

CONCERNING THE INSTRUCTION OF CHILDREN.

Section one of chapter first, title eleven of the general statutes is hereby amended to read as follows:

SECTION 1. All parents, and those who have the care of children, shall bring them up in some honest and lawful calling or employment; and instruct them, or cause them to be instructed, in reading, writing, English grammar, geography, and arithmetic. And every parent, guardian, or other person, having control and charge of any child between eight and fourteen years of age, shall cause such child to attend a public day school, or other day school in which instruction is regularly and thoroughly given in the branches of education required to be taught in the public schools, for at least sixty days in each consecutive twelve months, six weeks at least of which attendance shall be consecutive, or to be otherwise properly instructed for a like period of time in each consecutive twelve months in said branches of education, unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable.

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CHAPTER XVIII.

AN ACT IN ADDITION TO CHAPTER IV, PART II OF THE STATUTES, ENTITLED CONSTABLES.

SECTION 1. The selectmen of any town may appoint such number of the district committees, and janitors of the public school buildings, special constables, as they may deem necessary; that said special constables shall have the power of constables to serve criminal process, and arrest for disturbance of schools and school meetings, damage to school property, and truancy.

SEC. 2. This act shall take effect from its passage.

Approved, March 9, 1880.

CHAPTER XXXVII.

CONCERNING THE EMPLOYMENT OF CHILDREN.

It shall be the duty of every parent, guardian, or other person having control and charge of any child under fourteen years of age, to furnish the employer of such child a certificate signed by the teacher, school visitor, or committee of the school which the child has attended, showing that the child has attended school as required by law; and the employer shall keep said certificate at his place of business during the time that the child is in his employment, and show the same when demanded during the usual hours of business to any school visitor of the town where the child is employed, or the secretary or agent of State Board of Education. Such certificate shall be evidence that the child has attended school as the law requires.

CHAPTER LXIII.

Section fourteen, chapter eleven, title eleven of general statutes is amended by adding to the same:

Whenever the school in any district is discontinued on account of the small number of its scholars, the school visitors of the town having jurisdiction over such district shall see that suitable arrangements are made whereby the children of the district may attend some adjoining school.

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CHAPTER XCVI.

AMENDING CHAPTER XCVI OF PUBLIC ACTS OF 1879.

SECTION 1. The legal voters of any school district shall consist only of the legal voters of the town or towns in which said district is situated, who have resided in said school district for the period of four months next immediately preceding.

SEC. 2. In every school district whose limits are the same as the limits of the town in which it is situated, the town registry list shall be the registry list for school purposes, and in every other school district enumerating four hundred or more children as returned to the comptroller, the registrars of the town in which the school-house of said district is situated shall have the same powers in reference to voting lists, appointing moderators and box-tenders of school-district meetings, as they now have in the election of town, city, or ward officers; and they shall, upon request of twenty or more voters, at least ten days before the annual meeting of the district, prepare and complete a correct list of all the legal voters of said district, as determined by section one, and lodge the same with the district clerk; and in every other school district the clerk shall, upon the written request of twenty or more legal voters of such district, prepare the check-list of the voters of said district, to be used at any meeting for the election of officers in said district, or for the taking of any vote by ballot which may be requested by one-third of the legal voters present at any meeting of the school district; and it shall be his duty to add to said list the name of any legal voter omitted, and to erase therefrom the name of any person improperly entered thereon, and for this purpose he shall have all the powers within said district which the registrars of voters in towns have in their respective towns.

SEC. 3. Whenever one-third of the voters present at any meeting of a school district having such registration shall request that any vote or votes upon any question pending before such meeting shall be taken by ballot and check-list of the voters of said district, the chairman of such meeting shall cause said vote or votes to be so taken, and if said vote or votes cannot be then and there conveniently and properly taken, he shall, upon the like request of said one-third of the

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voters present, adjourn said meeting to the usual polling place or places in said district, if any there be, and if there be none, then to the most suitable and convenient place or places in said district, at such time within one week thereafter as he may designate, when and where said vote or votes shall be taken between the hours of nine o'clock in the morning and five in the afternoon, and the result ascertained and declared by said chairman, and recorded by the clerk upon the records of said district.

SEC. 4. Upon the written request of twenty or more voters of any school district having such registration, made to the committee of said district, to call a special meeting of the voters of such district to vote by ballot and check-list, upon any resolution or resolutions appended to such request, the said committee shall call such meeting within three weeks thereafter, at some suitable time and place in said district, to be particularly stated in the notice for such meeting, when and where said vote or votes shall be taken by ballot and check-list, and the result ascertained and declared by the chairman, and recorded by the clerk upon the records of said district.

SEC. 5. Upon the written request of twenty or more of the voters of any school district having such registration, the committee of such district shall cause all elections of officers of such district to be had by ballot and check-list, as provided in the preceding sections.

SEC. 6. All acts and parts of acts inconsistent herewith are hereby repealed.

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$232 + 10 = 242_{*}^{*}{}_{*}$

$_{*}^{*}{}_{*}$ The numbering of pages 125–134 is *duplicated*, the first set being marked with a *.

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CORRECTIONS.

Page	12,	line	17,	read	90,614,	instead of	90,626.	
"	"	"	18,	"	1,246,	"	1,234.	
"	"	"	23,	"	12,643,	"	12,649.	
"	"	"	24,	"	1,428,	"	1,434.	
"	"	"	25,	"	13,665,	"	13,565.	
"	"	"	26,	"	447,	"	547.	
"	"	"	27,	"	132,337,	"	132,343.	
"	"	"	28,	"	1,740,	"	1,746.	
"	14,	"	19,	"	$650,007.83,	instead of	$649,987.83.	
"	"	"	20,	"	14,679.25,	"	14,659.25.	
"	"	"	25,	"	1,481,700.93,	"	1,148,680.93.	
"	"	"	26,	"	90,728.39,	"	90,708.39.	

The corresponding changes are to be made in the tables on pages 16 and 17.

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